

DOCUMENT RESUME

AC 003 191

ED 026 573

1967 Proceedings, Association of University Evening Colleges (New Orleans).
Association of Univ. Evening Colleges, Norman, Okla.

Note- 185p.

Available from- Also available from Association of University Evening Colleges, University of Oklahoma, Norman, Oklahoma 73069 (\$5.00).

EDRS Price MF-\$0.75 HC-\$9.35

Descriptors- Budgets, Business Education, Counseling, Credit Courses, Educational Legislation, Engineering, *Evening Colleges, Industry, Noncredit Courses, *Professional Continuing Education, Publicize, Teacher Education, *University Extension

Identifiers- *Association of University Evening Colleges

The role of evening colleges in an era of cultural change, major trends and needs in business education at the university level, teacher education, engineering education, the relationship of the Association of University Evening Colleges (AUEC) to the academic community and the wider society, were topics of addresses at the 1967 AUEC convention. Discussions were held on academic counseling; publicity; credit and noncredit programs; part-time faculty benefits; continuing education (noncredit) for professional groups and for industry; the need for funds, facilities, and faculty; undergraduate honors courses and seminars; and challenges in business education, arts and sciences, professional continuing education, alumni education, and higher adult education for the disadvantaged. Also included were committee reports, a survey on women's education, guidelines for noncredit programming, the financial statement and the proposed 1967-68 budget, the 1967 roster, and committee structures. (ly)

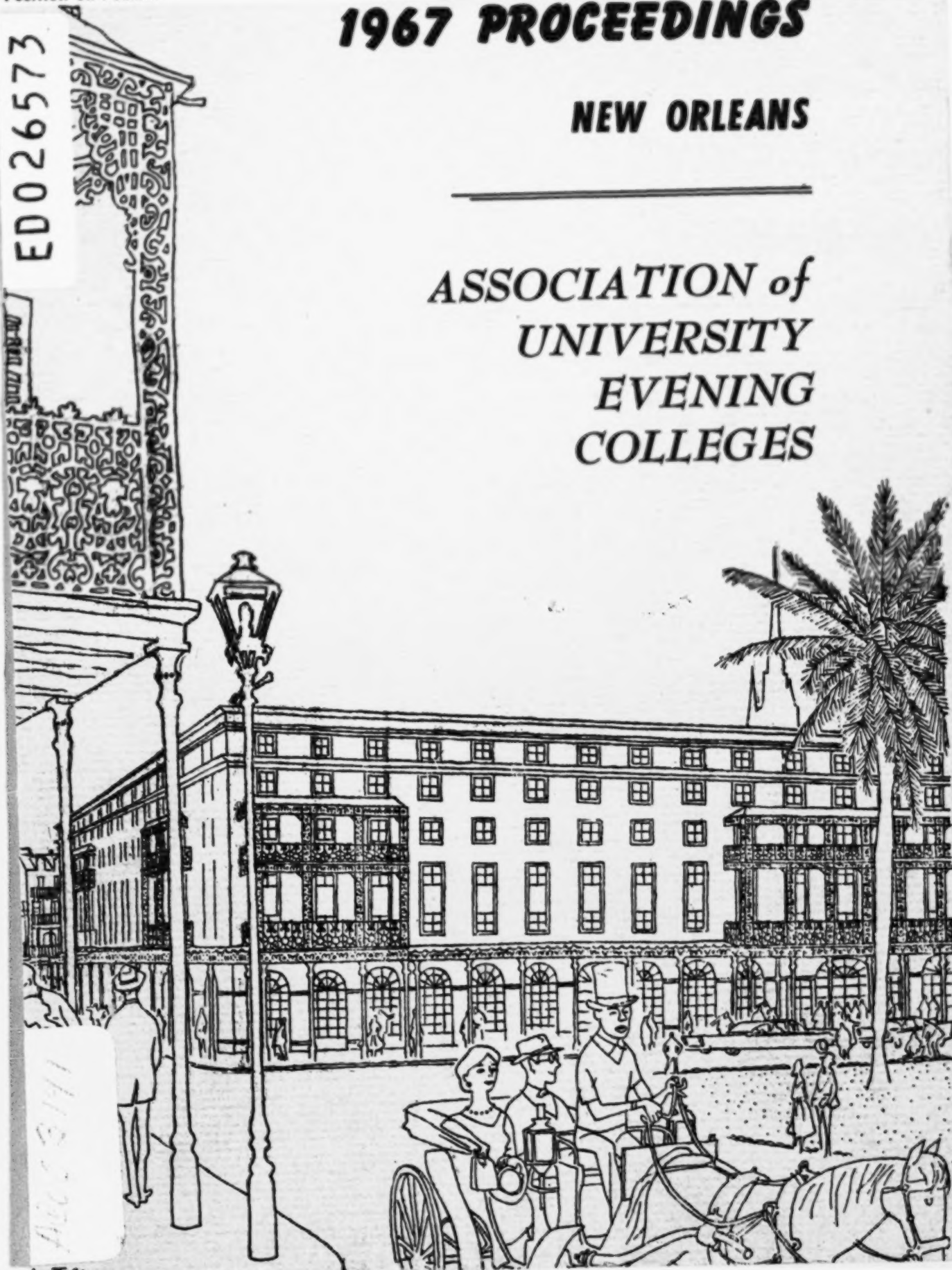
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

1967 PROCEEDINGS

NEW ORLEANS

ASSOCIATION of UNIVERSITY EVENING COLLEGES



ED026573

100-111710-1

11/13/71

L. Tel.



1967 PROCEEDINGS

NEW ORLEANS

**ASSOCIATION of
UNIVERSITY
EVENING
COLLEGES**

\$5.00 per copy
Howell W. McGee, Executive Secretary
Association of University Evening Colleges
University of Oklahoma, Norman, Oklahoma 73069

ROYAL ORLEANS HOTEL -- NEW ORLEANS

HOST INSTITUTIONS

Delgado College
Louisiana State University--Baton Rouge
Louisiana State University--New Orleans
Loyola University
McNeese State College
Tulane University

AUEC OFFICERS AND EXECUTIVE COMMITTEE--1966-67

PRESIDENT

Ernest E. McMahon (Rutgers)

VICE PRESIDENT

William C. Huffman (Louisville)

EXECUTIVE SECRETARY-TREASURER

Howell W. McGee (Oklahoma)

CHAIRMAN--ADVISORY COMMITTEE

Robert F. Berner (Buffalo)

EDITOR--NEWSLETTER

Gurth I. Abercrombie (Pratt)

DIRECTORS-AT-LARGE

Donald L. Peets (Sir George Williams)
Clifford L. Winters, Jr. (Syracuse)
Clarence H. Thompson (Drake)
Rev. Gerald Sugrue (San Francisco)

PREFACE AND ACKNOWLEDGMENTS

These proceedings detail AUEC's annual convention held in New Orleans. I hope they refresh the memories of those who were in attendance and provide some new and useful information for those not in attendance.

The period of publication was much longer than I had hoped, and without the excellent help of my secretaries (Margaret, Norma, Lou and Patti), my wife (Pat), and U. of E. Central Duplicating Services, the results would still not be in hand. So, a big vote of thanks is due them as well as the recorders who provided me with the basic copy.

Marvin E. Hartig, Dean
University Evening College
University of Evansville

TABLE OF CONTENTS

HOST INSTITUTIONS	ii
OFFICERS AND EXECUTIVE COMMITTEE	iii
PREFACE AND ACKNOWLEDGMENTS	iv
<u>PART I -- PROGRAM & PRESENTATIONS</u>	
PROGRAM OF 1967 ANNUAL MEETING	3
SCIENCE AND THE ART OF LIVING Nolan P. Jacobson, Chairman Philosophy and Religion, Winthrop College	11
MAJOR TRENDS AND NEEDS IN BUSINESS EDUCATION AT THE UNIVERSITY LEVEL G. Ralph Smith, Acting Dean, College Business Administration, Loyola University (New Orleans)	21
CONTINUING TEACHER EDUCATION Gordon C. Godbey, Assistant Dean for Continuing Education, The Pennsylvania State University	23
BREAKTHROUGHS IN CONTINUING ENGINEERING EDUCATION Carl Frey, Executive Director, Engineers Joint Council	29
PRESIDENTIAL ADDRESS - REALITY AND THE AUEC Ernest E. McMahan, Dean, University Extension Division, Rutgers, The State University	37
<u>PART II -- DISCUSSION SESSIONS</u>	
BREAKTHROUGHS IN THE ARTS AND SCIENCES	
Group A	49
Group B	54

BREAKTHROUGHS IN BUSINESS EDUCATION	59
BREAKTHROUGHS IN EDUCATION OF TEACHERS	60
BREAKTHROUGHS IN ENGINEERING EDUCATION	63
ACADEMIC ADVISEMENT OF EVENING STUDENTS	67
NEW PROGRAMS FOR CREDIT	69
CONTINUING EDUCATION (NON-CREDIT) FOR PROFESSIONAL GROUPS	71
FINDING ADEQUATE RESOURCES FOR THE EVENING COLLEGE	74
CONTINUING EDUCATION PROGRAMS FOR INDUSTRY	77
NEW PROGRAMS WITHOUT CREDIT	79
PUBLICITY: WISE OR OTHERWISE	81
UNDERGRADUATE HONORS COURSES AND SEMINARS	83
PART-TIME FACULTY BENEFITS	84
BREAKTHROUGHS IN HIGHER ADULT EDUCATION FOR THE UNDERPRIVILEGED	86
BREAKTHROUGHS IN ALUMNI EDUCATION	88

PART III -- ASSOCIATION BUSINESS

OPENING BUSINESS SESSION	95
SUPPLEMENTS	
1. Financial Statement	107
2. Committee on Regions 1966-67	109
3. Address by James Quinn, President International Association of Evening Student Councils	117
4. Public Relations Committee 1966-67	119

5. Committee on Relationships With Other Associations	120
6. Research Committee Report	124
7. Special Programs for Women	125
8. Report of the Legislative Committee	131
9. Proposed Budget 1967-68	152
10. Guidelines for Excellence in Non-Credit Programming	153
11. Two-year College Committee Report	156
12. Report of the Joint AUEC-NUEA Committee on Minimum Data and Definitions	159
13. Report of the Membership Promotional Committee	160

PART IV -- APPENDICES

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS	167
AUEC COMMITTEE STRUCTURE 1966-67	170
OFFICERS AND EXECUTIVE COMMITTEE 1967-68	174
AUEC COMMITTEE STRUCTURE 1967-68	175
ROSTER OF ATTENDANCE -- NEW ORLEANS, 1967	177

PART I
PROGRAM & PRESENTATIONS

PROGRAM
TWENTY-NINTH ANNUAL MEETING

THEME: Realities in Higher Adult Education

NOVEMBER 4 - SATURDAY

9:00 a.m.-9:00 p.m.	<u>Registration</u> Foyer
9:00 a.m.-5:00 p.m.	Executive Committee Meeting Josephine Bonaparte
9:00 a.m.	Program Committee and Local Planning Committee Meeting Petit Salon A

NOVEMBER 5 - SUNDAY

9:00 a.m.-9:00 p.m.	<u>Registration</u> Foyer
11:00 a.m.-4:00 p.m.	Boat Trip on Mark Twain Buses Leave at 10:30
6:30 p.m.	Dirty Seafood Dinner - Greek Community Center Buses Leave at 6:00 p.m.

NOVEMBER 6 - MONDAY

8:00 a.m.-9:00 a.m.	Late Registration Foyer
8:30 a.m.-9:00 a.m.	Coffee (dark roast New Orleans Style) Foyer

9:00 a.m.-9:30 a.m. General Session - East Salon

Presiding: Robert F. Berner
State University of New York
at Buffalo

Invocation: Rev. Edward Pappert

Call to Order - The Twenty-Ninth
Annual Convention of the Association of University Evening
Colleges - Ernest E. McMahon,
President.

Welcome: Mayor of New Orleans -
The Honorable Victor H. Schiro.

9:30 a.m.-11:30 a.m. Panel Discussion - "Break-
throughs in Higher Adult
Education."

9:30 a.m.-9:50 a.m. Nolan P. Jacobson, Winthrop
College

9:50 a.m.-10:10 a.m. G. Ralph Smith, Loyola Univ.
(New Orleans)

10:10 a.m.-10:30 a.m. Gordon C. Godbey, Pennsylvania
State University

10:30-10:50 a.m. Carl Frey, Engineers Joint
Council

10:50 a.m.-11:30 a.m. Floor Discussions

11:45 a.m.-1:55 p.m. Lunches
Alpha Sigma Lambda - Petit Salon
Chairmen, Resource Persons
Recorders - Esplanade
Newcomers (all person attending
for the first time)
Josephine Bonaparte
All others (You can make your
own groups)

2:00 p.m.-2:15 p.m. General Session - East Salon
Instructions for Afternoon
Sessions
Presiding: Edwin H. Spengler,
Brooklyn College of the City
University of New York

2:30 p.m.-5:15 p.m. "Breakthroughs in Higher Adult
Education" (Continued)

The afternoon will be devoted to
four discussion sessions, with
each session repeated to allow
each person to attend two ses-
sions of his or her choice. The
first sessions will begin at
2:30 p.m. and end at 3:45 p.m.
The second sessions will begin
at 4:00 p.m. and end at 5:15 p.m.

THE DISCUSSIONS

#1 - "Breakthroughs in Arts and Sciences" - West Salon
Chairmen: Milton R. Stern and Hamilton Stillwell,
Wayne State, U. of Mich., Eastern Mich. U.
Resource: Nolan P. Jacobson, Winthrop College
Recorder: Frederick M. Burgess, Villanova U.

#2 - "Breakthroughs in Business Education": Josephine
Bonaparte
Chairmen: Thomas J. Bryde, Iona College
Allen F. Jung, Loyola University
(Chicago)
Resource: G. Ralph Smith, Loyola University
(New Orleans)
Recorders: Viers Adams, U. of Pittsburgh
Mel Fuller, Roanoke College

#3 - "Breakthroughs in Education of Teachers" -
St. Louis-Chartres
Chairman: Edward F. Cooper, U. of Maryland
Resource: Gordon C. Godbey, Pennsylvania State U.
Recorder: James W. Southouse, U. of Bridgeport

#4 - "Breakthroughs in Engineering Education" -
Toulouse-Dauphine

Chairman: David H. Mangnall, Newark College of
Engineering

Resource: Carl Frey, Engineers Joint Council

Recorder: N. Lee Dunham, Baylor University

5:30 p.m. until?
ON THE TOWN

NOVEMBER 7 - Tuesday

9:00 a.m.-9:25 a.m. Coffee (dark roast New Orleans
Style)
Foyer

9:30 a.m.-12:00 noon Business Meeting - East Salon
Presiding: Ernest E. McMahon-
Rutgers

12:00 noon-2:15 p.m. President's Luncheon - Grand
Salon
Address: Ernest E. McMahon
"Realities and AUEC"

2:30 p.m.-5:30 p.m. ON THE TOWN

5:30 p.m. Buses leave for Loyola and
Tulane

6:00 p.m.-7:00 p.m. Social Hour - Loyola University

7:30 p.m.-10:30 p.m. Annual Banquet - Tulane U.

NOVEMBER 8 - WEDNESDAY

8:30 a.m.-9:00 a.m. Coffee (dark roast New Orleans
Style)
Foyer

9:00 a.m.-9:15 a.m. General Session - Instructions
for the Morning - East Salon
Presiding: Gail A. Nelcamp,
University of Cincinnati

9:30 a.m.-12:15 p.m. "Breakthroughs: Problem Clinics"

9:30 a.m.-10:45 a.m. Group "A" Clinics

- 1 Academic Advisement of Evening Students - West Salon
Chairman: Father Richard T. Deters, Xavier U.
Resource: King M. Wientge, University of Missouri
at St. Louis
Esther Kronovet, Hofstra University
Recorder: Robert W. Thorburn, University of Akron

- 2 New Programs for Credit - Petit Salon
Chairman: Richard D. Robbins, Johns Hopkins U.
Resource: Gurth I. Abercrombie, Pratt Institute
Stanley J. Gwiazda, Drexel Institute of
Technology
Recorder: Elzberry (Bud) Waters, Jr., George
Washington University

- 3 Continuing Education (Non-Credit) for Professional
Groups - Josephine Bonaparte
Chairman: Edwin P. Banks, University of Colorado
Resource: J. Frederik Ekstrom, Rutgers
Recorder: Roy Ilowit, C.W. Post College

- 4 Finding Adequate Resources for the Evening College -
St. Louis-Chartres
Chairman: Fred McCune, East Tennessee State U.
Resource: William T. Utley, University of Omaha
William F. Lanier, The American U.
Recorder: Raymond W. Heatwole, Furman University

- 5 Continuing Education Programs for Industry -
Toulouse-Dauphine
Chairman: William D. Lutes, University of Nebraska
Resource: Carl H. Elliott, Purdue University
Donald L. Peets, Sir George Williams U.
Recorder: Sophia U. Hodges, Richmond Professional
Institute

11:00 a.m.-12:15 p.m. Group "B" Clinics

- 1 New Programs Without Credit - West Salon
Chairman: Adelaide H. Jones, Drury College

- Resource: Father Richard A. Schuchert, S.J., John Carroll
Robert W. Shaw, Queens College
Recorder: William A. Hoppe, University of South Alabama
- 2 Federally Sponsored Continuing Education Programs and Services: Opportunities and Problems - Petit Salon
Chairman: Thomas J. Dolphin, Clark University
Resource: Clifford L. Winters, Syracuse University
George D. Wiepert, Staff Member, Greenleigh Associates
Recorder: Walter H. Hayes, Jr., U. of Maryland
- 3 Publicity: Wise or Otherwise - Josephine Bonaparte
Chairman: Joseph P. Goddard, University of Tenn.
Resource: Roger A. Bell, University of Toledo
James B. Kelley, Marquette University
Recorder: Ralph C. Dean, Bryant College
- 4 Undergraduate Honors Courses and Seminars - St. Louis-Chartres
Chairman: Father Gerald A. Sugrue, Univ. of San Francisco
Resource: Daniel R. Lang, Northwestern University
Richard F. Clemo, Adelphi University
Recorder: John D. Conner, Massachusetts Bay Community College
- 5 Part-Time Faculty Benefits - Toulouse-Dauphine
Chairman: Thomas C. Palmer, Texas Christian U.
Resource: Curtis H. Moore, Rockford College
Clarence H. Thompson, Drake University
Recorder: Phileon B. Robinson, Jr., Brigham Young University
- 12:30 p.m.-2:00 p.m. - LUNCH (On the Town)
- 2:30 p.m.-4:30 p.m. Free-Wheeling Discussions of Special Interests
"Breakthroughs" in Higher Adult Education for the Underprivileged (An unstructured discussion group for those interested)

- St. Louis-Chartres

Chairman: Peter Meyer, Queens
College of the City University
of New York

Resource: Stephen Poliacik,
State of New Jersey Department
of Higher Education

Recorder: George E. Reves, The
Citadel

"Breakthroughs" in Alumni Educa-
tion - Toulouse-Dauphine

Chairman: Lowell Eklund,
Oakland University

Resource: Ernest E. McMahan,
Rutgers

Recorder: John M. Blake,
University of Maine

5:00 p.m. - ON THE TOWN

SCIENCE AND THE ART OF LIVING

Nolan Pliny Jacobson

The most powerful social process shaping the daily lives of modern man outside the college and university campus is scientific research. And the most important thing occurring in science is not any of the widely publicized discoveries we hear about. The most important change is in the way science is being reconceived and reinterpreted as it moves out of its nineteenth century orientation, out of its preoccupation with metaphysical speculations, out of the provincialism it shares too largely still with the interests of Western Civilization, and out of many other uncritical habits of its past. As it moves from the physical sciences to the behavioral sciences--and this change is already an established fact--it becomes more a style of life than a method or tool. The new style of life which I want chiefly to discuss here today is creeping up on us almost unawares. The process of self-corrective inquiry which was once found only in something we called physics, or biology, or chemistry is quite naturally transformed as it moves into the subtle phenomena of human behavior. The same radical reconceiving of this self-corrective inquiry results from the spread of scientific research to Asian Civilizations with their completely different and strange presuppositions and values.

Many things are responsible for this basic change in the climate of human culture. It is the heart of the process of "modernization," and modernization is everywhere. It has already become a testing ground of such magnitude that social institutions retire from the vital center and from positions of social power and influence if they cannot incorporate this self-corrective inquiry into their way of life. Men loaded with hydrogen bombs find themselves more disposed, perhaps, to suffer some change in their threatening posture, and even to rethink the conclusions in which they had felt so secure. As a process of self-corrective inquiry, it has already created its

own international community, a community that has been growing for many centuries but particularly since World War II, always with the most distorted forms of self-understanding and under control by the more powerful entrenched social institutions of mankind. Members of this global and truly international community trust one another and support one another, even when the evidence emerging forces them to rethink everything they thought they knew. The community does not weaken in the face of radical criticism of one another's ideas, not even when the entire structure of their special science undergoes revolutionary transformation. Unlike any community ever to appear, this one daily acknowledges its need for correction. All this criticism and transformation only make the community of minds deeper and more inclusive. No other enterprise has this character, not even the life of intimate love between two or more persons. Members of this community know, with Meister Eckhart that "only the hand that can erase can write the truth." As a result of what McLuhan calls "the electric age," the sensory probing and intellectual outreach of this community embrace the planet, and millions of people witness simultaneously what is happening on a battlefield or in a ghetto thousands of miles away.

One basic change in the climate of culture, which moves us from the old world into the age of post-civilized man, is noticeable in the college generation of today. They harbor a more powerful drive to substitute critical for tradition-bound attitudes and habits of mind. They suspect, for the most part rather vaguely, that they are being cheated, not so much by the huge mass sections in History or Biology, as by the preconceived questions and the predigested answers that become obsolete almost as soon as they are learned. They resent the college or university that undertakes to determine what they shall believe. Fewer than ever before of the generation now in college find it possible to respond with vigor to the unfulfilled tasks and goals older generations have usually endowed upon their young. Running after money or status, looking forward to the good life in suburbia, climbing the ladder of the business community, seeking life's fulfillment in the insatiable wants of the middle classes,

seeking tranquility on the greens of the country club- and uttering the occasional wistful prayer that the status quo may last for at least another fifty years or so--all this has become a state of anti-being for youngsters now in college who are more alive than their forbears to the danger threatening the American Republic when almost no one beyond draft age seems really afraid or powerfully motivated to do something fundamental about the most lethal problems of our time.

There is a noticeable seachange or even a sea-quake in the college generation of today in their unprecedented capacity for asking "Now exactly why?" and placing every existing answer and social institution on trial for its very life. The old answers simply do not satisfy these young minds. In a vague sort of way, more felt than understood, they "know" more about the process of self-corrective inquiry as it applies to all dimensions of life than any earlier generation ever did. They are poised, I think, to discover the broad cultural and humanistic meaning of this self-corrective inquiry and thus lead their fellows across the dangerous pass into the new epoch, where the struggle will no longer be between cultural rigidities such as Communism or Capitalism, or any other "Ism," but between the misuse of the human mind in lusting after final answers and idolatrous guarantees, on the one hand, and the drive to outpace the world in bringing into the very citadels of man's inner life the tentative, imaginative, exploratory interchange which has passed through its first stages and is moving even nearer the vital center of life.

Taken together, all these changes in the climate of culture provide impressive support for the newest and most substantial spiritual phenomenon in the modern world, the emergence of what used to be called "science" into a flexible, responsible, open, honest, self-corrective orientation and style of life. In the community of inquiry which learns more from its mistakes than from its successes, we see the keynote of the world civilization emerging in the cultural tornadoes of our time. The conviction is spreading like prairie fire that man's deepest obligation in his obligation to inquire, to look without wincing for the

evidence that corrects what he has been told. I would like to think with Teilhard de Chardin, also, that the impulse or passion to possess is actually losing out in favor of the impulse to be and to know, or, as he puts it, "one gives one's life to be and to know, rather than to possess." This is what is happening to us almost unawares.

All of this is terribly relevant to the work of the Evening College, because you have the opportunity to correct the mistakes of the regular curriculum of the institution. You have the position that is free from the pressures of the parents for high grades and degrees and such window-dressing. You are free from some of the worst features of academic bookkeeping, and you can try things you think may work, then look for evidence that shows you may have been wrong. You can, if you try, live out more fully the implications of the style of life I have been presenting in its cultural and humanistic significance. You can devise offerings that are issue-centered and problem-centered--the way life really is--while the rest of the university goes its way discipline-centered and thus helplessly committed to artificial rote-learning. You sit where you can see the full and relentless demand of the times for new approaches to our problems; you can see that the reason why our problems seem insoluble is not that we do not know more than we do but that what we know is the wrong approach to the problems. You can see all this because of three special features of your situation: (1) you are not victimized by the drive of all the disciplines to present their subject down to the last insignificant fact; (2) you have wonderful opportunities to offer courses of study which are free from the need of culminating in some kind of degree; and, (3) you can get a sharper focus on the humanity that haunts your hallways, and be haunted all your life with their concrete questions and problems as people.

I began by saying that this new commitment to self-corrective inquiry as a style of life is the most powerful social process shaping our daily lives outside the college and university campus. I did not intend to say that it is completely absent from the

campus. I intended, on the contrary, to point to the community beyond the campus from which the campus may take its cue. I intended to point to the new community constituted by people who admire in one another the capacity for innovation, for proposing new and imaginative approaches to our problems, for re-thinking everything they thought they knew and undergoing correction in complete mutual respect and dignity. This, I meant to say, is the community at large of which the truly responsible institution of higher education is properly a part. This is the community all higher education must serve if man is to survive on the green earth. I also meant to point out that it is from this community that the Evening College must take its cue, and not from what is going on in the college or university as a whole which, it seems, is going to have to be hauled kicking and screaming across the threshold into the age of post-civilized man.

Let me indicate some of the most important implications I see in the form of questions addressed to the Association of University Evening Colleges.

1. What can you do to correct the impact of their education up to now, which has laid down the limiting concepts which make it so difficult for people to understand those who have grown up in a different culture? What kind of stimulation and associations can you provide to inaugurate interchange and communication with people beyond our own little anthill?
2. Let us ask ourselves this question: "From what agency for the most part do people acquire the forms of understanding, the categories, stereotypes and visual cliches which make it so hard for them to bring all available resources into the solving of their problems?" The answer, I think, is "Higher Education." How can the Evening College re-educate and correct this one-sidedness, this provincialism, this ethnocentricity and academic imperialism in American

education? Of all institutions in America, the school system is the most culture-bound of all, and the College of Arts and Science is the clearest and most effective illustration. It is in the College where students find the strongest reassurance for generalizing to the world at large the assumptions of only a small portion of the human race, with the result that we find ourselves presently involved in driving Western-style Democracy down reluctant Vietnamese throats. We could not be more effectively disloyal to democracy if we had deliberately planned to wipe its image from the face of the earth.

3. What can you do to inspire in your adult students a drive toward membership in what Kenneth Boulding calls "'the invisible college' of people in many different countries and many different cultures, who have this vision of the nature of the transition through which we are passing and who are determined to devote their lives to contributing toward its successful fulfillment?" (The Meaning of the 20th Century (New York: Harper Colophon Books, CN67H, 1965), page 191)

Let me illustrate from current events the difference between the ethnocentric and culture-bound College of the past and the kind of education you have it within your province to provide.

Thinking back over his own experience, John Thomas Scopes, of the famous "Monkey Trial" at Dayton, Tennessee, remarks as follows: "I have often said that there is more intolerance in higher education than in all the mountains of Tennessee... I wouldn't let anybody, whether he was from the Tennessee hills or the Harvard graduate school, control my thinking." Scopes applied for a graduate fellowship at one of the great repositories of academic freedom, a large and

respected university in this country. His reply came from a prominent education who told him to take "your atheistic marbles and play elsewhere."

By way of contrast with higher education in America, one of America's top corporations, IBM, has recently turned itself into a truly international corporation by giving its overseas divisions the same voice in corporate decision-making as that previously accorded only its offices in the United States. All of its farflung divisions have the same privilege to participate in all decisions. This is called "IBM's \$5,000,000,000 Gamble" in the September, 1966, issue of Fortune. On the contrary, it is the closest thing to the world-embracing community of inquiry that has occurred, and there is nothing in the life of higher education anywhere in the world that matches this vision and practicality of IBM.

Let me offer another illustration, this time in the field of international affairs. I have been talking about a new style of life, a self-corrective process of inquiry, which has its own "invisible college" throughout the globe, the only community on earth that has ever conceived itself as continuously subject to correction, a community that is growing everywhere on the planet, a community that has history on its side because it is fitted to establish mankind on totally new cultural foundations. Almost all of the people who have ever belonged to this community are alive today, which shows its sudden growth, and their numbers are increasing very rapidly, especially with young people flooding into less crowded fields where this kind of inquiry has never been an important factor. Humility and tentativeness, rather than rigidity and inflexibility, mark their behavior. How would this kind of community settle the present war in Vietnam? Members of this world-wide community, I believe, would counsel the United States to admit that it had escalated and originated the war on false assumptions and in the most complete ignorance of what any person can learn today by reading a book on cultural anthropology. When those in positions of decision-making authority were in college, you could count on both hands, literally, the institutions that

had anything to say about Asia or Africa except from the culture-bound point of view. Non-Western Area Studies Programs have mushroomed since World War II until today there are nearly a thousand of them in the United States--but twenty-five years ago only six or eight. At my state-supported institution in South Carolina, we have been offering three years of Chinese in our language program. The study of other cultures is moving Arts and Science programs in the direction taken last year by IBM. The walls are coming down between the Arts and the Sciences, faster outside than inside the college and university of our day. There is more art in the construction of scientific theory, as any scientist will tell you, than there is in most of what has previously passed as art. And there is an increasing orientation to science in much of the painting of people like Pollock, or the music of Bartoch. In some ways, it is the Behavioral Sciences that are bringing about the healing of the long antediluvian rift between the arts and the sciences. Behavioral Sciences are bringing the Humanities and the Natural Sciences together creatively for the first time. And it is in the Behavioral Sciences of the College where the new style of life I have been describing is creeping upon us almost unawares, as a Princeton psychologist assures me. You are undoubtedly drawing very heavily from this area of the curriculum in planning your offerings in the Evening College.

No nation has yet educated its citizens, however, to support at the national level the constant kind of reality testing, self-criticism, vigorous research, and innovation which characterize even the successful business enterprise of our time. The spirit of the new epoch is not in our politics. No nation or political party, therefore, is capable of setting the tone of the new epoch of Post-Civilized Man which is being born with suffering and travail in our midst.

Let me illustrate the import of the new community of self-corrective inquiry in the area of the law. Up to now we have tended to think a law good if it elicited broad support or common consent. But in the style of life now spreading throughout the planet

a law will be considered good only insofar as it can be continuously tested for its validity in the changing situations to which it applies, and if it invites its own transformation in the light of new evidence citizens are taught constantly to be on the lookout for. In the new style of life which may well be the only alternative to the annihilation and blackening of the planet, the laws of a community will always be on trial, and citizens will be educated to expect them to change.

The difference that this new style of life and community will make can be illustrated in the self-criticism that the Roman Catholic Church is undergoing in our time. Laymen meeting in Rome last month most respectfully asked to be heard in any decision the hierarchy makes on birth control. Listening to the reporting of this conference of Catholic laymen at the Vatican, one had the feeling that the Church herself was on trial. Father James Kavanaugh, author of a recent book, A Modern Priest Looks at His Outdated Church, goes farther, advising that the Church should reform Canon Law by dumping all 2,114 Canons into the Tiber River.

Everywhere one probes beneath the surface today, one finds the presence of a new spiritual breakthrough that is just beginning to overhaul Colleges of Arts and Science, where up to now students have learned what to think, rather than how to think, what to create, rather than how to create, and what to communicate, rather than how to communicate, conserving and controlling and worshipping the idols of the past. This new spiritual breakthrough takes the form of a life-orienting, life-fulfilling, life-ordering discipline and commitment that can find a home among all the races of mankind, and in the world civilization of the still distant future. The movement of this style of life and community from the fringes to the vital center of life constitutes one of the great transition points of history, comparable to the transition from precivilization to civilization in the upper reaches of the Fertile Crescent ten thousand years ago. The Evening Colleges of America can best find their bearings by assessing the import and nature of this new Age of Post-Civilized Man, and by designing a curriculum to

re-educate men and women into the requirements of this new community and style of life.

One more point and I am through. The self-corrective style of life and community which set the tone of the new epoch now emerging is in our own skin and bones, if it exists at all. It is not something out yonder. And the difficulties it has being born are likewise not out yonder somewhere but in ourselves. It is a matter of the struggle between the old Adam and the new within us all. Isn't it always this way when we are dealing with the question of education? Isn't it a question, not of whether we understand what I have been saying or not, but of whether we can lower our defenses against its tentative, relativistic, perspectivistic, but deeply reconciling role in human affairs? In the final analysis, isn't it a question of whether we who are responsible for correcting and redirecting the education of the past hold membership ourselves in this new community that controls no nation-state, owns no property, manages no economic enterprise, administers no college or university in America, owns no radio or television facility, grows nothing to feed the hungry, and is even dependent in many ways upon the power of obsolete social institutions--and yet is big with the future that is being born off the beaten paths, like a babe in a manger, filled with peace and good will toward men?

MAJOR TRENDS AND NEEDS IN BUSINESS EDUCATION AT THE UNIVERSITY LEVEL

Excerpts from the address by
G. Ralph Smith
Loyola University

Interest in business courses from persons who have other training or whose present job requires such education is brought out by the ever increasing number of non-business majors returning to college, especially in the MBA programs. Most have a minimal background in basic business, with 40% coming from physical science and engineering. The problem--how shall this diverse group be handled? How do we blend the diversification?

A further problem exists with the unresolved dichotomy in business schools concerning the nature of the program. Should it be "general" or "specialized"? Society wants the person broad in the humanities, etc., but then we need the specialists, e.g. computer programmers.

Do we know that business really needs all these specialists or are we training a bunch who will soon lose the techniques? Proprietary schools train programmers--we need to train college people to interpret the uses and applications.

Business education is also confronted with the argument that there is a continuing decline in interest in careers in business. The Wall Street Journal even reported this as result of a survey. But, Loyola experienced a growth from 31 to 201 over the six-year period 1961-67 in its MBA program. At the same time its undergraduate program increased 100% since the Ford Foundation reports.

In short, it is high time to stop being so defensive about our business offerings. The idea that the business student is so self-centered and profit centered and that there is no place for him in the role of service to society is wrong!

It is high time we emphasize the contributions the B.S. in business makes in our society. In management courses, point out that a profit goal is a failing goal unless there is a service (goods or personal) to society, otherwise there is little reason for the firm to exist. Then, at this point, with effectiveness, profits will arrive. It is interesting to note the turn of the Soviet people toward the Lieberman system--the orientation of enterprise and resources to better service their society.

In conclusion, business programs need to stress the "why" not just the "how".

CONTINUING TEACHER EDUCATION

Gordon C. Godbey
Assistant Dean for Continuing Education
The Pennsylvania State University

In The Aims of Education, Alfred North Whitehead says something which sets the stage nicely for my comments today. "We have to remember that the valuable intellectual development is self-development, and that it mostly takes place between the ages of sixteen and thirty." The class of people I am to speak about, namely teachers, have much of their pre-service and in-service education during these years. And AUEC members are concerned in a number of ways.

The program does not specifically say "continuing education" or "in-service education," but in this context my primary focus will be on the professional in education who has completed his baccalaureate.

In preparing for this assignment, I consulted the literature, and found the Review of Educational Research of June '67 refreshingly candid. It says, "Research on in-service education, considered as an integral part of teacher education, was disappointingly scanty. Changes in media, materials, curricula, and conceptions of the role of the teacher all suggest the need for more effective continuing education for every teacher." That's a lot of teachers. In Pennsylvania alone, that's more than 80,000 in the public schools, not to mention private schools and higher education.

The theme of the conference relates to breakthroughs, and something should be said about that title, and about what it suggests in teacher education. For my likes, the word "breakthrough" may be an unfortunate choice. Originally this was a military term, meaning an offensive thrust that penetrates and carries beyond a defensive or reinforcing line in warfare. Obviously we could use that meaning only metaphorically. The later meaning is a sensational advance in scientific knowledge in which some baffling major problem is solved, such as atomic fission.

If we are to hold to any real precision in language and not dilute this term, I must end here, for there have been no sensational advances in scientific knowledge which solve some baffling major problems in teacher education. There are straws in the wind, trial balloons, experimentation and research, but little more; indeed, as the Review of Educational Research indicates, there is precious little attention given to continuing education of teachers at all.

In the Survey of London, V.I., pp. 75-76, John Stow, Clarendon Press, 1908, there appears the following, in the quaint spelling of the sixteenth century: "Of later time, in the year of Christ 1582, there was founded a publicke lecture in Chirurgerie to be read in the College of Phisitions in Knightrider streete, to begin in the yeare 1584, on the sixt of May: and so to be continued for ever twice every weeke, on Wednesday and Fryday, by the honourable Baron, Iohn lord Lombley, and the learned Richard Caldwell, Doctor of Phisicke, during his life.

"Furthermore about the same time there was also begunne a Mathematicall Lecture, to bee read in a faire old Chappell, builded by Sinon Bayre, within the Lecden Hall: etc., etc.

"Last of al, sir Thomas Gresham, knight, Agent to the Queens Highnesse, by his last will and testament made in the yeare 1579, gave the Royall Exchaunge and all the buildings thereunto appertayning that is to say, the one moytie to the maior and communalitie of London and their successors, upon trust that they performe as shall be declared: and the other moitie to the Mercers in like confidence. The maior and Communalitie are to find foure to reade Lectures, of Divinity, Astronomie, Musicke, and Geometrie, within his dwelling house in Bishopgate streete, etc. etc."

I take your time with the foregoing to point out that in some 400 years we have not changed materially the larger portion of our methods of continuing education. My very presence and activity at this moment demonstrates our belief in, and endurance of,

the speaker or lecturer.

Here the evening school or class extension director can perform a great service by making available, yes, urging the use of a variety of instructional media. The media must be readily available, and in some cases assistance in their use must be arranged, but leadership through the administrator can greatly benefit the students.

In the October-November 1965 NUEA Spectator there appeared an article "Continuing Education for Teachers: A Study" which I authored. Briefly, it told of a follow-up done on the American Association of Colleges for Teacher Education program "Excellence in Teacher Education." AACTE made five awards and named five more finalists from 74 entries in programs which their sponsoring colleges and universities thought merited attention as excellent. My study was whether this believed excellence stopped at graduation, or whether the institutions followed on with their graduates into service, into those years which Whitehead points to as being the years of great development. Generally there was no systematic follow up; some mentioned graduate programs being available, others called attention to evening classes, but the summary of one college president was pretty nearly my conclusion, speaking of excellence in teacher education: "In the main it ends upon graduation."

But it would be inappropriate to be completely negative. Within the past 3 months I have made a nationwide survey of some 30 representative colleges and universities which prepare teachers, asking their deans of education what they believed to be pressing matters of concern in further educating the post-baccalaureate teacher on the job. There was no real consensus; replies might be classified by groups; those concerned with the more effective operation of what is going on; those who want something else to go on; and those who see broad areas of content which are neglected. Some responses, paraphrased, include:

1. Don't model post-graduate work on undergraduate work. Develop something besides

the credit-course package. This got several mentions.

2. Related to this, work with state departments of education to get their certification requirements away from the credit concept, so that field experiences, international experiences, and other forms of experience can be utilized.
3. Try to cope with expanding knowledge, with new media of communication and learning, with social awareness and unrest.
4. Get away from using current school practices as models for those new in service; use continuing education as a proving ground for different ideas.
5. Get institutions of higher education to talk together and plan jointly for the good of the client-student. Bring the school units into the act; they are intelligent humanbeings, too!
6. Press for school boards to assume the cost of releasing teachers from duty for continuing education, and pay the cost of that education. The school will benefit--not the individual teacher alone.
7. Help break the narrowness of professional thinking by fostering inter-departmental programs; for example, bring the law school and/or business school into programs dealing with bargaining between teachers' groups and employing (management) levels of education.

By this time you may agree with me that there is no breakthrough, but there are a number of points at which growing attention may yield valuable changes.

But this is all addressed to the separate units--to individual schools and colleges, acting as autonomous, individual units. The need is for a broader consolidation of action.

At this point it may be well to report on an attempt to bring about some joint action. Last April the National University Extension Association established a Section on Teacher Education--the first time to my knowledge that this large grouping of institutions has focused its attention on this particular professional body. Joint action is being sought with the Association for Field Services in Teacher Education, a long-established but smaller grouping of organizations which were, at the time of the formation of ASTE all teacher colleges, but which have grown to a multipurpose status in most cases. The NUEA group is now seeking appropriate functions for itself, and is planning for a program to be given at the next annual meeting of that group next July at Miami Beach. Joint action will be sought with a variety of professional education agencies, an alphabetic soup mix too long to relate here.

One great service which those of you in AUEC can give to people in the professions where continuing education is concerned is to help them overcome the provincialism of professionalism. You can help cut through the water-tight compartments in which sometimes they operate. Take two or three department heads to lunch and explore ideas in which they may each have an interest and a potential contribution. You may have to take more initiative, and ease the interaction among professionals. Education has trouble talking with liberal arts at times, and liberal arts with the sciences, and so on. You may be the effective catalyst.

In thinking finally about some advances within the last few years where some gains have been made in continuing teacher education, we at once think of Titles I and III of ESEA, of NSF and NDEA programs; of regional and local projects, good but little-known outside their immediate locals. We hear micro-teaching touted as the new savior of education, but some aspects, such as computer-assisted-instruction are at

this point more promise than reality. We haven't much good, solid information on what they will do, and particularly at what cost. There is a Madison Avenue taint in the air with the newly-formed combines of business and education. Even some universities are tempted to grab contracts and then scrounge for faculty to staff them, competing with Philco-Ford and other industries for those who want to move about.

You should keep abreast of developments in computer assisted instruction, of educational television, and related research which has the potential of greatly altering your kind of operations. It is still early in some cases, but not too early for you to study these matters to assess their potential in your institution, and on what timetable they may be advancing. Such study on your part may provide a good point of interaction with the professionals in education and other fields.

Now, if these ramblings have served their purpose some of you are aroused enough to fight back, and such shall be your opportunity in the course of the programs. You will light up undisclosed, but important, projects and programs; recall activities which were forgotten, add important information and opinions. And you may show us a new role for members of AUEC.

BREAKTHROUGHS IN CONTINUING ENGINEERING EDUCATION

Carl Frey, Executive Director
Engineers Joint Council

In today's world where professional men and women exist in an Alice in Wonderland environment, they must run faster and faster just to stand still. It is indeed a strange world when you of the nation's universities will sit and listen to someone from the professional societies in the hope that he might have something to say about education. But, in many ways, we face the same tasks. We are both concerned with maintaining and improving the effectiveness of employed adults at the professional and semi-professional levels.

Although I speak from the engineering profession's viewpoint, I am sure that you in other professions face identical problems. Almost arbitrarily, I have selected four developments as reference points from which to speculate with you on the challenges that face continuing education -- challenges which should have a revolutionary impact on education.

These developments, breakthroughs, if you wish -- are:

First - Changing engineering specialties,

Second - Information systems and how they're grown,

Third - What everyone knows about meetings, but no one dares admit, and;

Fourth - An experiment in the portability of recognition for continuing studies.

Now, to the first point. The traditional disciplinary divisions within engineering do not adequately describe modern engineering specialties.

Only fifty years ago one could count the number of engineering societies on the fingers of one hand.

Today, Engineers Joint Council publishes a directory containing over 200 engineering and related societies. Some of these have such exotic names as: American Society for Zero Defects, International Association for Shell Structures, and Society of Professional Well Log Analysts. The picture is confused. We see fragmentation, migration, amalgamation, spontaneous generation, and mutation. New societies split from the old. Men trained in one engineering discipline find themselves in another or in several. Societies, once split, are joining together (the IEEE). New societies are forming without any previous relationship to existing societies. Old fields combine to form new and unique fields; for example, bio-engineering.

To find out just what the modern engineer really is, EJC had to develop a four-dimensional approach. We now classify a man by the following four categories:

1. His primary discipline of (civil, mechanical, etc.)
2. The area of technology or science in which he is actually engaged (we have identified 115 such major areas).
3. The product or service he now produces or performs (we have identified over 100 of these).
4. How he functions (consulting, research, development, management, teaching, sales, etc.).

In short, the engineering profession is in a constant state of change. Its practitioners, if they are to be successful, must adapt to the continuous emergence of new technologies and to unique combinations of old ones. It is equally important that our educational systems also recognize and respond to this condition.

Given this everchanging character of

technology, one could almost have predicted the second development to which I will refer: information sciences.

For the last several years, EJC has been associated with other elements of the engineering and scientific community in planning the development of computerized information storage and retrieval networks. Walter M. Carlson, a pioneer in this field, sums up the key factor in this breakthrough as follows: "the practicing engineer is becoming increasingly disenchanted with many of the traditional means of transmitting engineering information - particularly the packaging of miscellaneous articles in a specialized journal that makes only a scheduled appearance, come what may. I call this technique of information dissemination a 'push' mechanism. Engineers and their management are turning instead to 'pull' mechanisms, that is, dissemination methods that provide information to users when they see a need for it and ask for it."

I believe this "pull" concept is also a key element in designing educational systems for the problem-oriented practicing engineers, whose need for information is also problem oriented. But technical information (and, I might add, education) is almost exclusively subject oriented.

Now for the third development. This concerns a study of the communication process in meetings. This study, a cooperative effort between the Center for Scientific Communications at Johns Hopkins University and Engineers Joint Council, shows that meeting attendees get far more from informal sessions that allow for interaction between speaker and audience than from formal presentations. Informal get-togethers of colleagues are prized opportunities too seldom provided for by conference planners. In my opinion, such sessions are the most valuable feature of professional meetings.

Right now, for example, we are engaged in the formal structured part of this meeting. Yet I

dare say we will all get much more out of the rough-and-tumble interchange of ideas this afternoon at the informal session. Again, the reactive "pull" concept.

The fourth development is a plan for the portable recognition of an individual's continuing education activities proposed by the Engineers Council for Professional Development. This plan would include the award of national achievement certificates, which would certify completion of recognized course work from any combination of institutions all over the country. These institutions could be colleges, professional societies, government agencies, or industrial corporations.

Now let me speculate on what I believe these developments mean for establishing a philosophical as well as a practical approach to continuing education. ECPD's plan recognizes the engineer's great mobility which is confirmed by the fact that 25 to 50 percent of society member's addresses change each year. In the future, the design of continuing education programs will have to take account of the ease with which an engineer will be able to take a series of courses in, say, San Francisco, and be able to continue a pattern of logical course sequences in New York.

I believe that recognition for the individual who completes such courses should develop along a very flexible pattern. In my opinion, recognition should be based on the following criteria:

1. The professional level of the instructor and students.
2. A minimum attendance standard.
3. The general cohesiveness of courses taken.

A multitude of courses and other educational resources are currently available from academic institutions, professional engineering societies, and the educational entrepreneurs. However, information about them is disjointed and un-coordinated and a central source of comprehensible information or overview of total available resources does not exist. To

meet the key need of the engineer in professional practice to maintain and develop his technical and professional competence the Engineers Joint Council has planned a Learning Resources Information Center. The Center will be of assistance to the engineer and also to persons like yourself who are responsible for providing meaningful learning experiences and reaching prospective students who can participate in your programs.

The factors I mentioned earlier regarding technical meetings and information systems have a direct relationship to the learning process. If nothing else, they point out that our adult pupils must be participants, not recipients. Education must be more "pull" and less "push". Students must be engaged in an interactive process.

Do our present practices promote this attitude? Well, let's see!

First, we in the professional societies tend to scare engineers into your clutches when we tell them that they are obsolete the day they graduate. Categorical statements to the effect that an engineer loses half the value of his education in 10 years simply aren't true and worse, reveal a misunderstanding of what education is all about. Education is not knowledge alone, but knowledge mixed with experience.

Why does education, which should be a joyous experience, have the image of an almost painful process full of drudgery -- almost like going to the doctor when you are sick? I believe much of the trouble lies in the assumption that a particular body of material must be covered and that minimal amounts of this material must be retained and regurgitated at proper intervals. This goes counter to what is happening in the profession. As I said, engineers are problem oriented. They call on many subjects for solutions, so many that it is becoming more difficult to isolate and codify particular subjects. Technology is too fluid, too open-ended.

If continuing education is to keep up with the dynamic character of the profession, it also must offer courses that are open ended and that do not aim to cover a particular quantity of material. Each course should be unique because the subject matter is only part of the package. The other essential ingredients are the experience and knowledge of the instructor and the students. The whole package argues for a flexible approach.

Of course, such educational concepts have their price. If we are to be open ended--interactive "pull" rather than "push" oriented--we must give up the strong instinct toward establishing ratings; that is, points, credits, examinations, grades, etc. This is a hard thing to do in our kudos-conscious culture. We know rating systems are inadequate, yet we persist in using them as the framework on which we build our educational programs. Their influence is destructive because they tend to lock the teacher and the pupil into a process that rules out a truly educational experience. One never knows where the interactive (pull) method leads, but it will assure a truly educational experience.

Dr. Jay W. Forrester, an engineer who is currently professor of management at MIT, says that engineering education has remained relatively unchanged over the past few decades while the world of engineering and the kind of engineering students have shifted drastically. He goes on to say that the educational system is designed to nearly every characteristic which the future needs in a professional engineer. If Dr. Forrester is only half right, it may not be completely amiss to suggest that you of the nation's universities, and we of the nation's professional societies, face not only the opportunity, but the obligation to introduce new approaches.

We stand at the beginning of a new age in the history of education. It is an age in which the professional person joins education with practice; an age in which education cannot be separated from practice; and an age in which education is not packaged like so many boxes of Cracker Jacks that, if

opened and consumed, yield a prize at the bottom of the box. Rather, it is an age in which education can be not only essential, but dynamic, joyous and challenging. You, ladies and gentlemen, can be one of the architects of that age.

REALITY AND THE AUEC

PRESIDENTIAL ADDRESS

ERNEST E. McMAHON

Dean, University Extension Division
Rutgers, The State University

Today, my colleagues, I want to talk to you about reality and the evening college movement in terms of two relationships: our relationship to the academic world of which we are a part, and our relationship to society in general, of which we are also a part. In the words of John Dyer, the ivory tower is in the market place, and we -- as evening college administrators -- are there, also.

We have, by that juxtaposition, a dual responsibility to town and gown, a responsibility not peculiar to the evening college but a responsibility from which it is harder for us to escape than it is for many of our academic colleagues because of the nature of our own dual involvement as official liaison officers between campus and community.

Further, I want us to keep in mind Bob Berner's quest for excellence which he so eloquently outlined in Buffalo last year. However, the excellence which I want to discuss in terms of realism is not a matter of criteria nor of committee reports. Rather, it is the excellence which we as practitioners can bring by our own efforts, and for which we need no guidelines other than those of our own determination.

There is a need for criteria and guidelines. We need them as yardsticks against which to measure our achievement for purposes of reports. We need them to facilitate clear understanding of the evening college program and potential by the initiated. We need them as guides for non-AUEC institutions. We need them to help us train new staff members and to orient new evening teachers. We need them for many

reasons, but we don't have to wait for their publication to move toward a higher level of achievement. There is nothing the matter with the evening college movement except us, and we don't have to wait for guidelines to tell us what to do to improve the situation.

I am not going to tell you anything you don't know, but I hope to make you think about it in a different light and I hope to encourage you to do something about it.

Further, in the few minutes available to us here this noon, I am not going to discuss all aspects of our relationships to the university world or to society. I am going to discuss specifically a part of our responsibility to our students and our relationship to the faculty, and I am going to discuss our potential for community service by taking our heads out of the sand.

My concern, with respect both to the ivory tower and to the market place, turns upon our roles as administrators, as managers, as opposed to our roles as educators. It is my calculated charge that we have given too much attention, for practical reasons, to our managerial roles and too little attention to our function as educational leaders. I am not putting on a hair shirt or sack-cloth and ashes, nor is this a penitential confession. I think it is merely a realistic look at the 1967 situation of the American evening college as reflected in the situations of our AUEC member institutions. I feel no shame or regret for the past of the evening college movement, but I do not want our managerial capability to become an obsession which will deny us our leadership role in the next and critical decade in American history.

It would be a simple matter for each of us to devise a better way of performing most of the tasks of managing the evening college enterprise. In the area of finance, for example, our income-expenditure ratio might continue to be favorable; that is, we would continue to turn excess income into the university's treasury by making certain that tuition

income exceeded direct expenditures of the evening college. At the same time, the income-expenditure ratio of all of the full-time colleges might be getting worse and worse; in other words, the full-time student would be paying a smaller and smaller share of the cost of his education. We, then, through managerial skill would be doing the evening student the disservice of making it possible for him to pay an increasingly larger share of the cost of education for the economically more fortunate day student.

I point this out, not to bring tears to your eyes, but to remind you of one interpretation of efficient evening college management.

I think it is time that we, as a profession, began to have as much concern for the welfare of our students as do the deans of day colleges who seem always to find new reasons for reducing teaching load, for increasing the number of counselors, and for strengthening all of the services available to their students.

The evening college degree candidates are matriculants of Composite U. and are expected to contribute to the alumni fund if they have persistence enough to sweat out a degree in eight or nine years on a part-time basis. We should seek to gain equality for them before they receive fund appeals.

Very simply, the first part of my concern with our academic world behavior is to ask whether you really believe that the academic world has accepted the part-time student. If it has, then let us take steps to obtain equal opportunity for the part-time student. If it hasn't, after these twenty to seventy years of part-time education, then maybe we should turn in our uniforms. If we don't make the team, why attend practice?

What I am saying, in its relationship to excellence, is not vague or complex. If your institution has academic and student life resources which are not available to your evening students, how much longer will you accept such a situation?

It is my pragmatic opinion that we had to go through a period of managerial expediency. The notion of evening college education appears to have originated with President Harper of Chicago in the last decade of the nineteenth century. A few evening colleges got under way in the early 1900's, mostly as extension teaching activities. However, the great growth of the movement has been in the last twenty years. So, the evening college generally is a newcomer to American higher education. All beginning institutions face practical problems of establishment or survival, and many an evening college has survived through the managerial skills of a dean or director. However, the beginning stage must not be prolonged; it is time to make the transition from institutional adolescence to full maturity within the academic family.

We have a whip in our hands today. Society is concerned with the problems of the disadvantaged, and I will have something to say in a few minutes about the social problems of the market place. But in terms of the academic world, we have a lever. No one else in the Ivory Tower can make the contribution which the evening college can make to the equalization of opportunity. That equalization has been our justification throughout our history, and today every one is advocating equality of opportunity. In other words, today every educator is on our band wagon. May we not let the parade go by! My position is a calculating one, but, as Leo Durocher once said, "Nice guys don't win ball games."

Medical schools get money because no one wants to be sick. Law schools get money because every one thinks the law protects him. Mathematics and science got money when Sputnik roared into the sky. Today, equality of opportunity may stand between someone and a sniper's bullet in a downtown city street. The evening college is the college world's most effective way of providing equality of opportunity. We are in a favored position. Are you prepared to take advantage of your opportunity? By entering fully and enthusiastically into the struggle for equality of opportunity for all citizens we may attain equality within the university for all evening students. That

is the first part of my concern.

The second part of my concern with our academic world behavior has to do with our relationship to the faculty. You know, most of you, that I feel very strongly about the role of the faculty in the development and maintenance of the evening college. I am not going to argue here today that you should have a full-time faculty, but I am going to assert that you should have the responsible involvement of full-time faculty members in the planning and staffing of your programs. Nor do I mean that they should participate on an overload basis for extra compensation. I do mean that some number of your institutional faculty, on some basis which fits your organizational structure, should have the same kind of responsibility for your evening educational program as faculty members do for the educational programs of the other colleges of your university.

Bob Berner said last year, "We need a commitment to integrate the teaching of part-time adult students into the total teaching responsibility of our universities." I agree with him, and I stress the need today as a realistic and essential means to move toward a reputation for excellence.

Whatever the American university world is today it has become because of faculties. I assume you think there is some good in the American academic community or you would be working elsewhere. If that is so, then you should be sympathetic toward the faculty because the faculties deserve the major credit for what has been attained that is good in the American academic community.

Even if you disagree with me, you must concede that faculties are playing an increasingly major role in university control and direction.

Again, looking at the problem realistically, what is the rationale for evening colleges seeking to perpetuate a policy of non-involvement of faculty? And many members of AUEC over the years have expressed

to me their preference for such non-involvement.

Involvement of faculty recognizes an aspect of the reality of the academic world. Whether your particular program is good or bad is not an absolute determination. Whether your particular program is good or bad is what people think it is. And the basic point of judgment about college programs is faculty opinion. If the university faculty think that the Composite U. evening program is excellent, ergo, it is. If they think it is poor, how far will you get in your protestations about your own excellence? In the community of scholars, institutional reputations for excellence depend upon what other scholars think of your scholars. If the evening college has no regular teachers except business men from the community and no faculty participation in its educational affairs, on what basis will the scholars judge it?

In reality, if we work in a professional world based upon the reputation and interaction of the scholars, our hope of attaining a recognition of excellence depends upon our capacity to involve those who determine the reputations and respond to the interactions. Unless the evening college movement can acquire faculty endorsement through responsible participation, the president of AUEC in the year 2000 will still be talking about attaining a reputation for excellence. As a realist, I remind you that excellence like beauty, is in the beholder's eye.

What I have said, up to this point, very simply, is that we as evening college officials have a responsibility within the academic world to reach for educational excellence by using every means at our disposal to obtain for our part-time students the same quality and quantity of services which are available to the full-time students in our institutions. I have also said that in seeking to attain a recognition for excellence -- regardless of the innate quality of our programs -- we must involve full-time university faculty because all of the mythology of academic excellence depends upon the whims of the Olympian cast of academe -- the faculty.

I would like to turn now, for a few minutes, to consideration of our relationship to society in general, to our role in the market place. I do not mean the market place of the merchandising of courses and enrollments nor of our catering to the wishes of the merchants who may send us their employees; I mean the agora or the forum, the market place where the riots occur after sundown on a hot summer night. What is our contribution to solution of society's immediate and urgent problems?

We have, I think, throughout our history been concerned with the individual and his plight. We have viewed the individual in a rather abstract way, maybe an idealistic way. We have opened our doors to the individual who sought advancement by paths which were familiar to us. We have not given sufficient thought to different paths to meet the needs of groups and individuals whose concepts and expectations and experiences were different from ours. Today, we find the need to reappraise our standard approach. Today, we are face to face with realism, a realism of frustration and impatience, a realism at times of arson, destruction, and even cold-blooded murder. In this unfathomable situation, we are the university's liaison with the world of the adult. We are the experts on community relations, on dynamic learning, on effective leadership. Where are we when the National Guard and the State Police move into the central city?

We are probably where we ought to be, out of the line of fire and out of the ranks of curiosity seekers. My concern here is not with heroics but with the nature of the educational job to which we are professionally committed and to which we dedicate a generous percentage of our waking hours.

Our problem goes back to our skill as managers. Too much managing leaves little time for reflection and philosophy, little time for deliberata intervention in the daily life of the market place. We have learned, by exposure to the academic world, that you do not commit yourself unless you are certain

and our concentration on management leaves us no time to learn the things which will lead us to certainty. In this situation, we tend to fall back upon a companion fault to managerial excellence, the political device and pseudo-academic sin of issue-straddling, of false objectivity. As a result, although we long to be leaders, we are unsure, and, therefore, we don't want to be counted when the roll is called.

I don't suggest that you each rush out to become the voice crying in the wilderness. I do suggest that you take a look at what you can do to become an opinion-molder or opinion-maker as well as a manager. Industry has managers who don't reach the policy-making levels, and the average academic administrator faces pressures which tend to keep him at the non-policy level.

Yet here we are with a knowledge of how adults think and react. Here we are with access to the adult populations of our communities, and what do we actually do to cut the pipeline which transmits social venom from the adult to the youth? Children appear to be born without prejudice, but they acquire it from their elders. What do we do to thicken the veneer of civilization so that we are a little farther removed from the law of the jungle? What do we do to initiate or improve positive programs aimed at equalization of opportunity for all Americans?

Unless we do these things, the evening college movement will fail in its mission of becoming the great equalizer in America. The reality is that we face professional obsolescence unless we can readjust to a new concept of the role of the evening college. The role is no longer the Horatio Alger concept that the penniless youth with burning ambition can become a corporation president. The role today is that of finding -- literally finding because we do not know how -- a way to communicate with a segment of the population which needs the help of the evening college just as much as did the Alger types of the past decades. If we are to achieve a reputation for excellence in the market place, we need to come to grips

with the educational needs and problems of a new clientele while we continue to provide increasingly better services for our old clientele.

I can not close without a word about the Hippies. Every speaker today, be he a governor of a western state, a renowned comedian, or a university staff member, must comment on the Hippies. My comment is related to our acceptance of cliches and the same unwillingness to be counted which I mentioned a couple of minutes ago in connection with our service to a new and unreached clientele. In the case of the Hippies, I want to talk about us and not about them. They may go their way in search of love and license.

Less than two weeks ago, I came out of a store in downtown New Brunswick and saw a man I would like to describe. He was about my age, apparently well-preserved, with a two or three-day stubble of beard, unkempt hair, dirty clothes, and a generally unwashed look. He was picking up cigarette butts from the sidewalk and gutter. Most academic people would have looked at him and called him a bum. The same academic people would have looked at a younger man, maybe even a student on campus, who matched that man's appearance in all but age, and would have said the twenty-year old character was a frustrated youth, a rebellious youth, a disturbed youth. To me, they are both bums. They both have the right to be bums. But we, as educators, should not fall into the trap of excusing all deviation as a search for the truth.

Colleagues tell me that the rebellious youth are nonconformists, that they hate conformity and are avoiding it. If that is so, then why do they follow a single rigid pattern which requires long hair, unshaven face, dirty jeans, sandals, and the other elements of the uniform? To say that they avoid conformity is like saying that the Communist Party encourages non-conformity because only a few million Russians are Communists. The Nazis were non-conformists because their party membership was less than a majority in Germany. Because the Hippies and their fellow travellers are a minority does not mean that

they are non-conformists. For reasons which are their own, they have adopted a conformity which rejects cleanliness and the general appearance which others find acceptable.

I remember when male undergraduates wore corduroy trousers until they showed an acute need of laundering and when the crew-neck sweater and the plus four were the badges of the free-thinking undergraduate. But I also remember older people who reminded us from time to time that there were neckties and jackets and dry-cleaners.

If we are to be leaders in the academic world, then maybe it is time we began to react against the cliches of "non-conformist" and "rebellious" and "frustrated" as a passively-accepted rationale for a condition for which there is no easy answer. Youth has always been rebellious and probably always should be if mankind is to progress, but the counter-pressures of maturity and experience are equally important unless education is to surrender its obligation to transmit the accumulated knowledge and wisdom of the ages.

I merely suggest that all of us could do the cause of society and of education much good if we would speak up in the market place in defense of the rights of all men instead of fawning upon the non-conforming. Because the cliché is uttered glibly and loudly does not make it valid.

I thank you for bearing with me. In addition to two suggestions about ways to excellence within the university, I have urged you to seek a more effective way of providing quality education for the man in the ghetto and I have urged you to reject cliches in dealing with the pressures of the malcontents.

The evening college stands in the most advantageous position in its history to assume a role of constructive leadership in the academic world and in the market place. Its success in taking that leadership rests with us -- with you -- the men and women who guide the evening colleges.

PART II
DISCUSSION SESSIONS

BREAKTHROUGHS IN THE ARTS AND SCIENCES

Chairman: Milton R. Stern, Wayne State
Resource: Nolan P. Jacobson, Winthrop College
Recorder: Frederick M. Burgess, Villanova University

Dr. Milton R. Stern, Chairman, opened the meeting with a precautionary warning in the form of a quotation from N. Lee Dunham of Baylor University: "Theorists are, when not properly disciplined, God's curse on administrators." Dr. Stern continued by stating he understood that Dr. Nolan P. Jacobson as resource person was interested in reactions to the several points made in his talk in the morning session. He announced that Dr. Jacobson would close the session with a summary.

Dr. Stern then briefly reviewed some of the key phrases and ideas which Dr. Jacobson had presented. He noted that Dr. Jacobson had effectively and repeatedly referred to the "self-corrective inquiry" in the Arts and Sciences. He mentioned also the global community of scientists, international in extent, which regardless of what might be happening in relationships on other levels seemed to evidence trust built up among these people on an international basis. Dr. Stern suggested that quite possibly the expression "post-civilized man" required further delineation and that some might want to hear more from Dr. Jacobson about the drive for student power.

Speaking further in general terms of the Arts and Sciences, Dr. Stern said that certainly one of the advantages from Liberal Studies was the greater opportunity offered to the individual to express what he likes and does not like in practice. A greater opportunity to learn is offered through the type of interchange offered in the areas of the Arts and Sciences. Finally, in opening the meeting up to discussion, he said that a point of contention would make an excellent opener.

Dr. Jacobson was then asked to comment on what appeared to be a point of disagreement on the question of "why" versus "how" as presented by G. Ralph Smith who in his morning presentation seemed to be taking exception to Dr. Jacobson's remarks.

Dr. Jacobson said that he agreed 100% with Dr. Smith regarding the importance of the "why". The reason we have to stop subject-matter education and move over to problem areas concerns a matter of survival. As an example he mentioned the fact that the "bomb" may be driving the young to LSD and we must search for ways to become relevant.

Peter Meyer of Queens College asked at this point the question "Has the 'why' caught up with the 'who'." Dr. Jacobson acknowledged a definite time lag which led to the disaffection of the younger generation.

Dr. Stern, introducing another of Dr. Jacobson's principal points, said he thought Dr. Jacobson indicated he somewhat distrusts the academic profession in relation to their ability to establish a satisfactory inter-disciplinary interchange.

Dr. Jacobson said that in general he felt this was probably true and that he brought it up in order to stimulate more thought about means of increasing such an interchange but that he could think of several successful attempts such as the Honors Program at Winthrop College.

Other examples were then contributed by participants. A course entitled "Concepts of Justice" was cited. A man with a broad general background was selected to Chair the series and experts in specific areas lectured in each of the series. Other titles which represented a breakthrough in inter-disciplinary cooperation were "Creative Process in Art and Literature", "Science and the Future of Man" and "Current Views of Man."

Courses of this type, according to Chairman Stern, are one way of correcting at the adult level what is not being done in the full-time colleges in the way of an

inter-disciplinary approach.

Dr. Stern then asked specifically for comments on the success that some of the members might have had offering courses that deal with issues and problems rather than courses which are more subject matter oriented.

Peter Meyer suggested that there was an inherent difficulty in separating issues and people and he further added that perhaps it was just as bad to make an issue of "issues and problems" as to make an issue of the discipline itself.

Glenn Bushey mentioned a series of lectures in Detroit entitled the "Anatomy of Loneliness" stating that they never had less than 700 people attending, a fact which definitely indicated where the interest lies among the adult population.

Dr. Ernest Schwarcz of Queens College, taking the opposing point of view, described a seminar in which he said the adults brought their life experience to the seminar and that they were mature enough to make the proper relationships between the disciplines themselves without too much aid from the instructor.

In reply, Dr. Jacobson said that in life the academic discipline does break down and he feels that it is our job to find out what questions people live with and that the best way to deal with issues is to deal with them directly since this is what people derive the greatest benefit from.

Sandy Liveright of the Center for the Study of Liberal Education for Adults mentioned several breakthroughs such as the credit being currently being given at Brooklyn College for education gained through experience. He suggested as a possible challenge this thesis: "The world is so full of so many things - are we as educators using them?" At this point the Chairman polled the group to see how many represented institutions where special degree programs cutting across disciplines were being presently offered. The vote was twelve out of a hundred or in other words, 12%.

As an example of a breakthrough in the area of public domain, reference was made to the first in the series of Public Television Laboratories funded by the new public aid education bill in Congress and currently being telecast nationally.

Reference was also made to courses teaching the public about science as currently provided by the New School for Social Research in New York and funded by the National Science Foundation. The encouragement offered by Title I of the Higher Education Facilities Act for truly experimental programs was also cited as was the involvement of AFL and CIO union members in the Arts Theatre. The work of the National Endowment for the Humanities was also cited.

Joseph Mulholland, Director of Special Programs at Queens College, made further reference to credit for experience and said that the question that must be answered is "Is a credit a measure of 'time put in' or an indication of a level of knowledge?" An example was given of a woman whose textbook was being used in a class for which she was unable to get credit!

Dr. Stern then led the discussion back to one of Dr. Jacobson's contentions, viz. that the undergraduate's values changed very little in four years and that the lecture is certainly not the best way to bring about a change in the average undergraduate. Dr. Jacobson added that he felt the best way to change people was to place them in a new and entirely different culture. This we cannot always do, he said. However, bringing people together in a meaningful interchange does help to bring about a change in the individual, and the Arts and Sciences at their best perform this function.

Returning to the theme of "disciplines", Rev. Edward Pappert of the University of Windsor made the comment that we have fragmentation in certain disciplines, a proliferation of courses and then we try to connect the fragments. One of the participants, as a partial objection to carrying inter-disciplinary cooperation

too far, said that it was not easy to integrate Mathematics in the early stages. However, it was conceded that later on it was integrated with other disciplines.

Dr. Stern commented at this point that unfortunately sometimes the kind of teacher assigned to the evening school is not the one who is most open to making the type of breakthrough we are discussing. Clifford Winters of Syracuse University said that this only behooved us to get more people on our faculties who are open-minded and receptive to new approaches. In answer to the Chairman's question "Why special degree programs for adults?", Peter Meyer said that one reason is that they want the degree in order that they can actually do something with it.

Edwin H. Spengler of Brooklyn College was asked to comment to this point because of his wide experience. He said that degree programs for adults must be selective and meet the requirements of these adults. The label is the degree and then the content is also of value and this involved equivalencies with the day program. He said that he felt that the disciplines must be maintained but it is still possible to establish relationships between them. A consensus was developed that you must have disciplines before you can have inter-disciplinary approaches. Therefore, the issue-oriented approach should not be introduced until the discipline has been properly developed. At this point, Dr. Schwarcz said that his earlier statements did not mean to imply opposition to attempts to show relationships between the disciplines and he stated he was actually involved in this kind of work. He went on to say that obviously you cannot approach the issues without some training in the thinking of the disciplines which are necessary to discuss these issues intelligently.

At this point, Dr. Jacobson was asked to sum up his reactions to the discussion.

Dr. Jacobson said that for those who are afraid of the inter-disciplinary approach he wished they could have been with him at Chicago under Dr. Hutchins.

Fortunately, now the inter-disciplinary approach is starting in the lower grades and is preparing the student for this sort of confrontation. True, you must have a discipline to have an inter-disciplinary approach but it is important you not only have the discipline but that you do make an attempt to cut across these traditional lines in approaching subjects where this is required.

"How are we to overcome the impasses in our daily work?" he continued. "I cannot," he added, "believe that an adult educator is serious in his work unless he is considering ways to make education more effective and responsive. To accomplish this he must be willing to experiment and to test his experiments. Unfortunately, there are a lot of monsters in our colleges. The prime requisite of any teacher in my mind, is that he should be a superb human being. The good teaching job must be exploratory. Humanity is an experiment on earth and our posture must be experimental. It is indeed here that we join the whole human race."

BREAKTHROUGHS IN THE ARTS AND SCIENCES, GROUP B

Chairman: Hamilton Stillwell, Wayne State University
Resource: Nolan P. Jacobson, Winthrop College
Recorder: Frederick M. Burgess, Villanova U.

Attendance: 30

The Chairman, Hamilton Stillwell, introduced Dr. Milton Stern from the floor and explained that Dr. Stern had asked him to chair the meeting because of a commitment which would force Dr. Stern to leave at about 4:15 p.m.

In a recapitulation of Dr. Jacobson's presentation in the morning session Chairman Stillwell listed the following statements and questions for possible discussion:

- (1) The self-corrective inquiry originally restricted

to the natural sciences is now broadened to include the study of man himself.

- (2) Scientists have an international community.
- (3) Adult education is freer to experiment.
- (4) What can we do to overcome provincialism in the university?
- (5) Teach how to think and why, not what to think.
- (6) Are we tradition-bound? (a question running through most of the discussion in the first panel.)
- (7) How successful are we in setting up issue-oriented courses?
- (8) What are we doing to translate life-experience into credits?
- (9) In relation to an impassioned plea for the disciplines (in the first panel session) what proof have we that inter-disciplinary approach is better?

Dr. Joy Whitener, University of Missouri at St. Louis, set the basic framework for a discussion of implementation of change with this statement: "I have a concern to innovate but my department chairmen and faculty are not breaking down the door to come up with new ideas."

John DeLaurenti, Elmhurst College, said that one of the problems was that the faculty would not want to see the Evening College outgrow the Day. He added that he knew their Evening College was not serving the needs of the Community and the reason was that they were held down by an Academic Council which decreed that courses must be restricted to those given in the Day.

Dr. Jacobson commented at this point that freedom to

move apart from the day school was essential to a healthy, growing evening school. He mentioned that their Academic Council was reviewing the Business Administration Program right now.

Dr. Stern, Chairman of the first session, said a variable structure was needed; that there would be no model. He stressed the importance of developing a strategy suitable for each situation and pointed out that even the autonomous evening school may not be able to experiment.

F. Richard Feringer, Western Washington State College, reiterated the difficulties involved in getting a conservative Academic Council to accept change.

Glenn Bushey, University of Chattanooga, stated that they have tried to solve the problem by creating a Faculty Advisory Committee that makes recommendations to the Council. When this committee is too conservative, an ad hoc committee, interested in change, has been appointed and such a committee has usually been able to bring the necessary pressure to bear.

Paul Betz, St. Joseph's College (Philadelphia, Pa.) stated that innovating in the Evening College was no problem; department chairmen come to them, he said, asking for new courses.

Glenn Bushey spoke of the validity of the credit as a measurement, referring to the University of Oklahoma plan in which credits are eliminated. The chief difficulty here, he added, lies in handling transcripts for transfer credit, etc.

Hamilton Stillwell, Wayne State University said that more informal programs (workshops) should be accepted as one means of a breakthrough to issue-oriented instruction but that unfortunately they were meeting some resistance.

The significance of equivalency tests for adults was noted as a breakthrough worth developing. Nathaniel Allyn, College Entrance Examination Board, then spoke

briefly of the relatively new C.L.E.B. (College Level Examination Board), the aim of which is to improve access to higher education by recognizing knowledge and education regardless of the manner in which it is acquired. He explained that C.L.E.B. has General Educational Level Tests and tests in specific academic subjects.

It was mentioned that the New York State System has been concerned with this equivalency problem. Dr. Jacobson concurred that what was being done in this area represented a real breakthrough.

Mr. Allyn added that there were now 51 C.L.E.B. Centers in major urban areas. One problem at the present, he said, was that of identifying the areas for testing. Some consideration had been given to inter-disciplinary testing.

At this point, Chairman Feringer explained that Dr. Jacobson must leave a few minutes before the official closing time for the session and asked him for a summation. Dr. Jacobson's remarks (condensed) follow:

"As a human being involved in education, I cannot conceive of anyone being satisfied with what he is doing. If a man (in education) is not experimenting, I would not think he was serious about his work. The spirit of inquiry must be kept alive. We give no degree for this or honors. It has to be an inner struggle on one's own part. I am a responsible educator only to the extent that I am a consummate example of a human being. We are traitors if we induce in another mind anything but inquiry. Being human means growing and being an educator means never discouraging growth in another. Don't even sit or stand in such a way as to discourage inquiry. Sandy Liveright, was right in saying we should be experimental. We should encourage others to make meaning out of life.

"When you have this kind of program you are going to attract the kind of people who solve problems. With

any other stance you attract those who are problems."

Following Dr. Jacobson's departure, Paul Betz raised the question of how much core curriculum is currently necessary since the high schools are preparing the students so much better. An answer seemed difficult to formulate since standards throughout the country varied to such an extent but the consensus was that each school should think seriously of the possible changes suggested by this phenomenon.

An inquiry was raised regarding the number of schools with separate evening faculties. A show of hands indicated 2 of 30 (7%). The statement was made that Georgia State in Atlanta started as an evening school with the result that the faculty works both in the day and evening sessions. James R. McBride said that Sir George Williams University has both day and evening sessions and that 100% of the faculty teach in the evening. Harold E. Henninger of the University of Georgia stated they had 5300 students with one-half of the faculty assigned to the evening. He said that he would not want all full-time people teaching in his evening session.

A vote was then taken on how many institutions represented had 50% or more full-time faculty. The answer was 12 of 30 (40%). The vote on those with 25% or less was 8 out of 30 (27%).

The differences were explainable, it was agreed, by the differences in population to which all programs must be geared.

The chairman adjourned the meeting promptly at 5:15 p.m. with an expression of appreciation to all participants.

"BREAKTHROUGHS IN BUSINESS EDUCATION"

Chairmen - Thomas J. Bryde, Iowa College
Allen F. Jung, Loyola University
Recorder - Melvin E. Fuller, Roanoke College

This brief afternoon session regrettably was devoted entirely to AACSB. It appears as if this is the only breakthrough in business education. The first item was a new membership in AACSB for individuals and others who are with schools which are not accredited by AACSB. These individuals join the Assembly for a yearly rate of \$150.

A general discussion developed as to the requirements for accrediting by AACSB. It was no surprise to anyone at this meeting that the main emphasis of this organization is on terminal degrees for professors in schools of business whether they teach in the day or evening hours.

The question was raised as to whether a laboratory science was required for a business degree program. No one could answer this question because it depended on the individual institution and their degree programs. However, it was pointed out that the august body of AACSB did not have such a requirement. It was stated there was a math requirement for a business degree and it was extremely hard to get a Ph.D. to teach this math. Consequently you have a conflict with the requirements of AACSB. It was felt that statistics courses should be taught by the math department.

A most pertinent question was raised as to the values of membership in AACSB. Someone stated it was very good for faculty recruitment. It was also felt that business and industry looked for this stamp of approval when they considered sending their employees to your institution. They also look for this in hiring graduates from our colleges. An equating factor was brought in when an admissions director of a school of business in a most outstanding institution on the West Coast stated they never looked at an applicant's papers to see if his undergraduate work was done at a

(Continued on page 66)

BREAKTHROUGHS IN EDUCATION OF TEACHERS

Chairman: Edward F. Cooper, University of Maryland
Resource: Gordon C. Godbey, Pennsylvania State U
Recorder: James W. Southouse, University of Bridgeport

The chairman, Edward Cooper, opened the discussion with the reiteration of Gordon C. Godbey's earlier acknowledgement: to date, there have been no breakthroughs in the education of teachers--straws in the wind perhaps, but no significant breakthroughs in the sense that this term measures dramatic progress, as for example, the solving of problems in the technological field. In working with human beings with their differing sets of values, the educators with still other sets of values, make slow progress unmarked by the flamboyant pursuit of the news media in search of suitable material for the morning edition or the evening "tube".

Thus freed from the mind-shackling grip of the pre-conceived notion of the "Breakthrough", the group settled down to the problem of identifying and bundling those "straws in the wind" in order to fashion a flail with which to attack the problems preventing any real breakthrough.

Young Teachers vs. The Establishment

Readily apparent is the fact that teachers' organizations are becoming more militant in their demands for (A) changing their responsibilities to include more voice in administration and less non-professional busy work which now takes up a considerable amount of their time; (B) changing the curriculum from one that is classroom bound to one that is more experiential and more in keeping with a rapidly changing society; (C) the construction of better physical plants where needed--especially in the large cities, and; (D) an increase in wages to enable school systems to compete with industry for highly qualified people.

As such demands are brought home to school boards and pressures are brought to bear upon state boards, the hope is that such changes will make possible new approaches to the education of teachers manifested in new media designed to move certification requirements away from the credit concept and to enable educators and students to cope, in greater measure, with expanding knowledge.

Action By Federal Government

Worthy of note, also, is the fact that the Federal Government has begun to note the realities of the situation and is spending considerable sums through the National Science Foundation, which makes possible new course work structured for both in-service teachers and future teachers. In addition to this, are the grants made available for technical equipment, the use of which it is hoped, will enable fewer teachers to do a better job of teaching more students.

Again, the government has made grants available for the operation of experimental programs to train para-professionals to act in the capacity of teacher aids, thus freeing teachers for presumably more professional activity in regard to developing new methods and new curriculum materials.

Public and Private Cooperation

Cooperation between public and private schools should be fostered to obviate the otherwise resultant cost increase to both through competition for faculty, bigger and better physical plants and strong academic programs. There have been faint stirrings in this direction but certainly nothing to wax loquacious about in the annual report.

Resistance to the Flail

The flail, consisting of such straws in the wind as were identified, is certainly not strong enough to break through the wall of inertia that characterized any big system.

It is ironic that continual changing conditions make so difficult the task of producing change in the curricula, change in approaches to teaching, and change involved in accepting new values, that the teachers are left without the time span needed to study themselves in order to discover the real depth of their potential.

The administrators seem unable to produce a consensus of opinion as to just what they want--and for the very good reason that they are dealing with human advances and functions, not technical advances and functions. Certainly, technological advances have made possible the routine storage of information, the quick solving of problems by computer, the taped lectures, and the information retrieval centers, but there is a reluctance of many teachers to use them because of the dehumanizing effect they impose upon students. Quite possibly resistance, is to some extent, the result of fear of their replacement, in time, by the very things which are beginning to make their tasks easier.

There is not at the present time enough follow-up with graduates of teacher education programs to obtain their views relative to changes they feel would be beneficial.

BREAKTHROUGHS IN ENGINEERING EDUCATION

Chairman: David Mangnall, Newark Col. of Engineering
Resource: Cary Frey, Engineers Joint Council
Recorder: N. Lee Dunham, Baylor University

Discussion began with a summary of Cary Frey's morning speech on "Breakthroughs in Engineering Education" by Chairman Mangnall. Following the summary, Mr. Stillerman of Bronx Community College used the word 'innovation' and asked where and if it is in Engineering Education--Frey said, "The problem is that things are happening in society and also in Evening Education but the engineer seems to be over here and education over there. For example, there are computer assisted programs and in another field the research in the Psychology of Learning."

Mr. C. E. Combs of University of Rochester asked about the problems involved in the multiplication of societies. "Proliferation of societies is wild", agreed Mr. Frey. Many of these societies look like trade union organizations. Mr. Frey stated there were so many for two fundamental reasons, (1) Society structure separates itself from engineering, (2) We have structural hardening of the arteries. Mr. F. L. Douglass of Indiana Central asked, for example, about the individual engineer from one field of engineering who graduated without exams. It was pointed out that the type of diploma was not questioned but most recruiters are looking for master degree candidates. When asked why, the recruiters reply was "We want to get the upper half of the class". Mr. Frey said, we have many top flight engineers in "cutting edge" industries and there seems to be a greater need for good 4 year engineers and technicians. Kenneth Henninger of Ill. Inst. of Technology said it is quite confusing when the technologist (4 yr. man that is not quite an engineer) is needed in this capacity and is requested not to go on up. It was pointed out that industry is not confused in what it wants and needs.

Carl Elliot of Purdue stated that we ought to develop programs in both the undergraduate and graduate levels that will help industry. Lee Dunham of Baylor told of the State of Texas purchasing the closed James Connally Air Force Base and converting it into a Technical Institute under A. & M. University to provide for a two year non-credit training program to give industry trained technicians of this level. This is addressing ourselves to the place where we find the needs of the individual and industry.

Michael Alin, Syracuse, pointed out that a company of his acquaintance hesitated to train men because as soon as they received the M.S. degree they left. Mr. Frey deplored this attitude and said that that company would at least have fringe benefits and would benefit through balance of new comers. Mr. Frey felt that all companies should provide "a day every two weeks" for example, for their workers to receive company given education. Frank Funk of Syracuse then told of a company that pushed them to provide programs for their workers. Dean Arnold of P.M.C. College quoted Forrester as saying, "A gulf existed between the education offered and the needs of engineers in industry."

Nathaniel Allyn of the College Entrance Examination Board posed the question of how seriously equivalency examinations are considered. E. D. Shanke, Engineers Joint Council, said that in the E.J.C. program they attempt to find out where the short comings are and help the man to help himself on his job. Stillerman then asked Frey--What do we substitute for trappings, the so-called credo-conscience culture? Frey replied, "As a substitute for credit patterns, e.c. Why couldn't an evening college take a man and send him out into industry to scout around and then design a few courses to help him? Carl Elliott pointed to programs and said perhaps more is being done than we know."

In the second session, Frank Genovese of Babson Institute stated that many engineers do very little engineering, but are salesmen, administrators, etc. He asked, should we have a two year course with a smattering of engineering for a 4 yr. engineering degree man? Frey replied that this is quite possible. This is innovation,

we should have business training along with engineering. Edwin P. Banks of the University of Colorado asked Mr. Frey about his statement, in the morning message, that Russia was graduating 100,000 more engineers a year than the U. S. Frey said, these are good engineers and Russia is also graduating 240,000 technician level people per year. Frey said that it is distressing that engineering as a profession does not rate high in the U. S.

At this point in the discussion it was necessary for Mr. Frey to leave to catch a plane home.

Clyde Balch, University of Toledo, stated that they were able to provide useful programs for the men working in the Nassau project. Gene Upshaw, University of Tennessee, pointed out that they used Graduate programs for the scientists at the Oak Ridge project for seven years.

Stanley Gwiazda - Drexel Institute of Technology - brought up the question of obsolescence. It was stated that this was scare tactics and that the half-life statements of 8 to 10 years simply were not true but of course all people need to have a continuing education opportunity. Mr. Gwiazda asked, "How do we deal with the problem of getting a degree?" Richard Mumma, Johns Hopkins said, "credit and degrees are the academic coins of the realm" and we do a disservice to discredit them. A. Lichenstein, Hofstra University, brought up the question of degrees in engineering science. Wm. T. Utley, University of Omaha said we should have Recognition Certificates as well as degree programs. Mr. Richenstein asked what difference is it whether the course is credit or non-credit if it is uplifting? Ed Shanken - since the degree is the "coin of the realm" courses should carry credit. A. Lichenstein expressed the opinion that we need to continue to schedule non-credit courses because they can serve where credit courses cannot be offered. Scott Hanaker, East Tennessee State University, wondered if this "coin of the realm" problem should be placed with the accrediting agency rather than the Evening College? Stanley Swiazda, Drexel, then asked - Do we want credit - how about experimentation? Gurth Abercrombie of

Pratt Institute stated that they started to up date their courses but found that the market was for new courses. Ed Blanks, Richmond Professional Institute, said: We offer credit and non-credit courses and have a man who goes into the plant and makes the contact and teaches the course.

With this - time was up and the discussion ended. There was a total of 49 attending this discussion.

(Continued from page 59)

school which was accredited by AACSB.

This conference finally came up with a startling breakthrough in business education after all of the discussion and time devoted to accrediting by AACSB. Some very astute person in the group asked if we used exams for evaluating work done at non-accredited institutions (this means being accredited by the regional accrediting association) The consensus was that end-of-course exams were used to evaluate such work or experiences. By using this it permits the student to advance standing and makes it unnecessary for them to repeat work in which they are proficient

ACADEMIC ADVISEMENT OF EVENING STUDENTS

Chairman: Father Richard T. Deters, Xavier University
Resource: King M. Wientge, University of Missouri
Ester Kronovet, Hofstra University
Recorder: Robert W. Thorburn, University of Akron

Evening students, although the great majority are part-time, need the services provided by a professional academic advisement program. Before such a program may be considered truly excellent, all teaching and administrative faculty must be aware of and sympathetic to the uniqueness of the Evening student. Whereas the day student, in theory at least, is devoting the major portion of his time and energy to his academic career, the Evening student does not possess such a "luxury." His academic career must, in most cases, take a priority position behind his responsibilities of full-time employment and/or his family. In addition, the Evening student has "been away" from the formal environment of the classroom for at least several years. Although the age range of Evening students varies from college to college, the 25 to 35 age group seems to be the largest. When these considerations are taken into account and fully understood, the compassion vital to effective advisement is established.

The advisement program itself may be administered by a wide scope of methods. As an example, one administrator is assigned the responsibility of Director of Evening College Counseling. He is assisted by a staff of full and/or part-time counselors. Normally, these Counselors work with underclassmen only. Once a student has obtained upperclass status, he is assigned a faculty advisor in his specific field. On the other hand, some college provide a faculty advisor for students at the underclass level. The key to all methods is the accessibility of the counselor during the hours the student is able to be on campus. Depending upon the college, this could mean counseling hours from 8:00 a.m. to 9:00 p.m. Monday through

Friday and four to eight hours on Saturday. These services should be provided on a continuing "year round" basis.

Once a student schedules a counseling appointment, a great deal of information is necessary to assure quality counseling. It should be determined in advance of the appointment if the student's status is: (a) New Freshman (b) New Transfer (c) Continuing (d) Former and (e) Re-Admit. In all instances, test scores should prove of value to the counselor. However, the counselor should realize that achievement is a function of interaction of ability and motivation. Therefore, flexibility of interpretation should be stressed in view of the before mentioned unique factors effecting the Evening student.

High school and/or previous college records are another important tool to the counselor. The combination of test scores and academic records may serve as a means to determine placement in certain instances. This may mean advance placement or remedial placement. Many colleges offer "bridge-up" work at the non-credit level in areas such as English, Science, and Mathematics.

Once the necessary data has been secured, the counseling interview is conducted. A minimum of one half hour is normally necessary. After rapport has been established the vocational or professional aims of the student should be discussed and evaluated. It is vital that the adult understands that these goals are realistic; not only in terms of projected ability, but also in terms of age, sex, and health. Again, motivation is an important factor but difficult to measure. The guidance provided by the counselor during this initial interview cannot be over-emphasized. In order for the student to more fully understand himself, the counselor must have the ability to accurately, honestly, and sympathetically advise the most realistic program of study in terms of the "rights" of the student and the "rights" of the faculty. As an example, a student with limited background and ability in mathematics and science that desired to enroll in an Engineering Program may be well advised to re-evaluate his goals

in terms of an Associate Degree in Mechanical Technology.

Upon the conclusion of the initial interview, a follow-up interview should be suggested. Also, it is advisable to inform the student of the availability of counseling and testing services. By encouraging him to have no hesitation in returning for further counseling, a sense of involvement is instilled in the student. In addition, this encouragement serves as a reinforcement of personal worth; a vital aid in overcoming the uncertainty and anxiety felt by many adult students in terms of their academic programs.

In conclusion, academic advisement of the Evening student requires a high degree of professional competence on the part of the counselor. Although there seems to be a large number of tests used for counseling purposes, the A.C.T. and C.E.E.B. are among the more prominent. Certain tests "geared" especially for adults are also in evidence. Whatever the case may be, test scores are considered supplementary, but important information for counseling purposes. The same may be said of high school and college academic records. Therefore, the counseling interview and the above data provide the integral whole so very vital to excellent professional guidance and advisement of the Evening College Student.

NEW PROGRAMS FOR CREDIT

Chairman: Richard D. Robbins, John Hopkins University

Resource: Gurth I. Abercrombie, Pratt Institute

Stanley J. Gwiazda, Drexel Institute of
Technology

Recorder: Elzberry Waters, George Washington University

Dr. Robbins provided the group of twenty-eight members with the following questions as a point of

departure for discussion: should new credit programs be based on demand of the population, or upon the philosophy of the institution?; should new credit programs be modified or brand new?; and, should the program be interdisciplinary?

The consensus of our resource members, Deans Abercrombie and Gwiazda, was that new programs for credit should be imaginative, innovative, attuned to the needs of the population, and interdisciplinary. These factors are essential, if we are to meet the challenges which lie ahead in our dynamic society.

Dr. Edwin H. Spengler, Brooklyn College, gave a brief resume of Brooklyn's Special Baccalaureate Degree Program for adults. More than 60 percent of these adult students, who ordinarily would be discouraged from college study due to traditional admission requirements, have gone on to graduate school.

Dr. Howell W. McGee, Oklahoma, described the Bachelors of Liberal Arts program and the newly added Master of Liberal Studies Program at Oklahoma. This unique program will allow students to work on an individual basis in home study directed by the faculty, and together in extended seminars in residence on campus. It includes extensive readings in several fields of liberal study with intensive concentration on one area of special interest. The part-time, two year program is designed for college graduates who want a broad liberal education rather than a specialization in their undergraduate major.

Members of the group suggested that full-time faculty involvement is significant, if one expects to implement the approach suggested by the resource personnel earlier. It was further stated that this is a necessary ingredient for acceptance of any evening program. Full-time faculty involvement includes the program from its conception to its termination. Teaching would be carried as an over-load, and compensated accordingly.

Also, from the floor it was mentioned that once full-time faculty members are involved with adult education, the stigma soon tends to disappear.

Institutions must take short and long-range approaches by including past, current, and future demands in developing new programs for credit.

CONTINUING EDUCATION (NON-CREDIT)
FOR PROFESSIONAL GROUPS

Chairman: Edwin P. Banks, University of Colorado
Resource: J. Frederick Ekstrom, Rutgers (Camden)
Recorder: Roy Ilowit, C. W. Post College
Russell F. W. Smith, N. Y. U. Resource
Attendance: Approximately 30 people

Meeting convened at 9:28 a.m. by Ed Banks.
Explained procedures - round table discussion type.

First question - Pat Ippolito (Newark, S.C.): How do you set up program for professional program? Non-credit first, or does profession come to you?
Described engineering type program at Newark.

Answer: (Ekstrom) - First type of operation is "walk-in" - may end up with educational potpourri if let others tell you business - but does make money - sometimes must be turned down.

Comment (1) May act for education experience
(2) People need help
(3) Ground rule - no non-credit program unless member of faculty on planning
(4) Should we just "service"? if they come for prestige and instructors.

Barnes - Pursue further. What is institutions' responsibility?

Comment - U.S.C. - set of principles for new programs.
(1) Reflect capabilities of a department - something wanted by university - relevant (2) Relatively few packaged deals. Might welcome one.

Question - What would you do if John Birch Society came with program?

Answer - Wouldn't take it probably - doesn't meet standards.

Question - Do you go outside campus?

Answer - Yes, if related to regular programs. Gave example in hospital architecture.

Barnes - Come back to question understandings which institution should stick to.

Question - How is decision made - an administrator, dean, senate, etc.

Answer - Depends on program rather than person. Dean usually decides - on a regional campus can't wait for central response, e.g. Course in Report Writing

Suggestion - meet weekly with planning and action groups. This is O.K. for very large institution.

Question - What accepted as "walk-in"? No flat answers - may provide something which may help a group. In-plant programs for example. Role may be in helping define objectives.

Question - "Pricing" How to price a reading course for example. May be more for a particular group.

Answer - Public or private institution? Could influence ethics of pricing - but look at it as private. Try to set a rule of thumb, general formula most of time. Try to involve budget office. Depends if on campus, etc., indirect and direct cost.

Question - Is there a trend toward non-credit on a non-profit basis?

Answer: Private institution at Syracuse, etc., must at least cover cost, but some liberal seminars are non-profit, e.g. 51% of professional salaries.

Barnes & others - Re-capitulation

(1) Talking about complete package. First consideration is whether university wants to be involved. Must develop point of view. (2) Agency of university making approval? (3) Financial elements (4) Practice of Continuing Education getting primary role generally in "house keeping" area at minimum. Separate university account. (5) Liaison in "helping role" is very important. If you can do this it will accomplish something, e.g. publicity and promotion. (6) Suggest speaking at early faculty meeting. (7) Are we more management than educators?

Answer - This is only a first move. There are more significant roles. Must have one clearing house in addition to educational role. Present an image as a place to get results, e.g., industry, business, etc. on outside to bring their problems to the institution. "People understand money." Main thing is liaison with community as to quality education.

Ekstrom Question - Do any bring 2 types of groups together to discuss common problems.

Answer: Most of programs do this.

Ekstrom - Don't mean this exactly.

Answer - Seminar with police and social workers. Areas where both affected. Group causes of riots - good example.

Title I program.

Suggestion A.S.T.D. membership

Barnes - main point is to identify professional groups and decide which ones to belong to, or who should represent the institution? Are there other professional groups we should become involved with? American Library Association is suggested. e.g. Queens College has had a representative from N.Y.C. Parks Dept. re Old Age groups. Example of new fields wherein Continuing Education can play strong role.

FINDING ADEQUATE RESOURCES FOR THE EVENING COLLEGE

Chairman: Fred McCune, East Tennessee State University
Resource: William T. Utley, University of Omaha
William F. Lanier, The American University
Recorder: Raymond W. Heatwole, Furman University

The Chairman began by introducing the Resource persons and the Recorder and calling upon the ten other persons to introduce themselves. They were as follows:

Duane Hill, University of Minnesota
Kenneth Wheeler, Boston University Metropolitan
C. A. Odewahn, University of Louisville
Pat Jackson, Hunter College (Park Avenue) N.Y.C.
Jim McBride, Sir George William University, Montreal
Curtiss Hungerford, University of S. California
Leonard T. Grant, Indiana Central College
Robert E. Williams, N.Y. State Education Dept.
Clyde Balch, University of Toledo
Ed Schanken, Engineers Joint Council

Following this, Mr. William Utley presented his remarks as Resource person. The resources required by Evening Colleges are Funds, Facilities and Faculty. No two schools are identical as far as their problems are concerned because of different environments. The elements determining institutional matters and capabilities are as follows:

1. The legal position of the school__ is it State supported or privately supported? Does it depend mostly on fees charged? Are residence faculty members available or is their dependence upon outside faculty members? The Legal position of the school governs these and the answers to many other questions.
2. The attitude of the Chief Executive__ does he support Continuing Education and evening classes?
3. Internal Operating Structure - What are the attitudes of the various Deans and Departmental Chairmen?

How powerful is the faculty - does it control the Evening Division?

4. Position of accrediting Bodies, such as NCATE, AACSB, etc.

5. The Socio-Economic structure of the community - are qualified faculty members with terminal degrees available in the community? What kind of students are interested in training? Do employers provide fiscal support of evening programs by tuition grants to employees?

Mr. William Lanier pointed out that programs play a large part in the program of adequacy of funds in the off-campus programs of American University. The principal effort is to develop curricula that other area institutions do not have, e.g. Graduate Programs for women who do not have a degree in Education but who want to prepare for a second career in teaching. Another example is under-graduate work in Police Administration. In the Washington, D.C. area there is no faculty problem because Ph.Ds are in abundance. Most students are government employees with three-fourths of tuition paid by employer. Lanier also recommended that institutions work with local school boards in planning courses. Following the two presentations by Resource persons, questions were raised regarding the following matters:

1. In-Service training of part-time faculty members in business.
2. How to induce regular faculty members to teach in the evening.
3. How to find qualified faculty members.

East Tennessee State is trying to induce retired business executives to settle near the campus to be available for part-time teaching.

The next question raised involved the number of institutions that have really benefited from Federal funds for evening programs. There were divergent views on this, with one view being that unless the

institution is a giant one, the red tape of applying for funds is not worthwhile. At the other extreme, was the view that the real future will be provided by government funds for public service programs in Continuing Education for both public and private schools. There was much discussion on this and the conclusion was that it will be extremely difficult to forecast what the government will support, but there was a general agreement that there will be much government support for specific programs and perhaps for a type of "G.I. Bill" program.

CONTINUING EDUCATION PROGRAMS FOR INDUSTRY

Chairman: William D. Lutes, University of Nebraska
Resource: Carl H. Elliott, Purdue University
Donald L. Peets, Sir George Williams U
Recorder: Sophia U. Hodges, Richmond Professional Inst.

The chairman set the stage for a discussion of the topic by suggesting four areas of consideration: namely, (1) trends in programs designed to meet specific needs of industry, (2) opportunities for introducing new programs, (3) how to implement the programs, and (4) how to overcome problems involved. The discussion that followed revolved around the following general headings:

The profit vs. service factor in industry.

How does this affect continuing education? Mr. Elliott suggested that the two are not separable as they relate to training programs. Rather, one relates to the other in a circular manner to achieve a quality control operation.

Morality in business

Mr. Elliott briefly related the housing problem that existed in the northwest Indiana area near the industrial town of Gary. As far back as 1953 leaders in industry, in education, and in the community studied the growing problem that was constantly aggravated by the influx of immigrants from Europe and later the Puerto Ricans. The result was that a housing renewal program got under way.

Programs offered by Industry vs. Education

It was pointed up that, according to statistics, industry spends annually more on in-service training than is spent by education itself. How can education provide what industry wants? It was suggested that

educational institutions offer the same courses on a credit basis and make every effort to do a better teaching job. Also, it was suggested that education does a better job teaching basic fundamentals, and that industry does a better job teaching how to apply the basic fundamentals. Leaders in education and industry should, therefore, take a look at the overall needs.

Range of course offerings

Mr. Peets pointed up that the Evening College embodies a student body comprised of four categories; namely, (a) those who are fresh out of high school (25%), (b) those who have had from five to seven years of work experience, (c) middle management individuals seeking promotion, and (d) college graduates.

How does an institution provide courses that satisfy the needs of each or all of these categories? It was suggested that too much precision in providing courses for each category may be unrealistic; that the content of a given course may be appropriate for all levels. An instructor present from Loyola University gave testimony to the fact that in his course in Principles of Management it is valuable to have a mixture of students. The interaction in the classroom is valuable both to the students and to the instructor. He indicated that a mixed group in Beginning Accounting has a tremendous advantage to the students. It was stated, however, that it depends on the purpose of the course whether or not a mixture of backgrounds among the students is advantageous. For example, a group of college graduates needing to make up a prerequisite requirement can move along faster in a selected group.

Credit vs. non-credit courses

The question arose as to how to distinguish between credit and non-credit courses. What are the dividing lines? The decision is largely up to the individual institution. For example, a course in Time and Motion Study may be offered for credit in one school and offered as a non-credit course in another school. Mr. Peets reminded the group that we experience fads in education. It is a culturization process. Some

institutions consider it highly defensible to teach about things, but not respectable to teach the how or the why of a subject. Vocational education is still regarded as a nasty word in the realm of the liberal arts. One solution to the problem is to gear undergraduate education to the development of the whole man, and to leave specialization to the graduate level. Industry is making increasing demands for courses that deal with human relations offered in the fields of psychology and sociology, for example. A situation was cited that occurred at Loyola University. A course was given that included people from various industries and how the exchange of problems among the group led to deeper understandings of the people and the situations they encounter.

NEW PROGRAMS WITHOUT CREDIT

Chairman: Adelaide H. Jones, Drury College
Resource: Father Richard S. Schuchart, S. J., John Carroll
Robert Shaw, Queen's College
Recorder: William A. Hoppe, University of S. Alabama

The chairman opened the meeting by introducing the panelists - Father Schuchart, S.J., of John Carroll and Robert Shaw of Queen's College. Father Schuchart made some introductory remarks concerning beginning a non-credit program. He stated that the program of the university is just as complex as the community itself. He raised the question: "How does an institution get a new non-credit program off the ground?" He stressed three basic points that should be considered by an institution before starting a non-credit program:

1. What are the needs of the community?
2. How can an institution best fulfill these needs?
3. Are all these needs within the resources of the institution?

After some discussion from the floor, the following means were mentioned regarding the survey of community needs: (1) making a survey in the community with the cooperation of business and industry; (2) contacting social agencies, women's clubs, and other civic groups in regard to their particular interests and needs; and (3) making personal contacts with personnel directors and community leaders who know the interests and needs of the community and are in a position to steer people in these non-credit courses.

There was some discussion regarding the types of non-credit courses that should properly be offered by an institution. The consensus was that institutions should offer only those courses which they are best equipped to offer and courses which properly belong within the capabilities and scope of the college or university. There was some discussion concerning the financing of non-credit courses. Can we afford to offer non-credit courses that do not pay for themselves? Some institutions balance the income from their non-credit courses by allowing the excess income from one course to make up the deficit in another.

Another question that was raised concerned the autonomy of the director of the evening college in decisions regarding non-credit course offerings and the teachers who handle these courses. Mr. Shaw stated that first one must have full support of the administration regarding these matters. From the discussion that followed, most institutions represented at the meeting allow the director of the evening college considerable flexibility in choosing non-credit course offerings, but a few schools require approval for each course and each instructor. In most cases, the director depends on the cooperation of department heads to provide teachers for non-credit courses.

There was some discussion concerning the student fees for non-credit courses. There seemed to be considerable difference in fees charged for non-credit courses, depending on the type of institution and the type and length of course.

The meeting adjourned after the recorder's summary.

PUBLICITY: WISE OR OTHERWISE

Chairman: Joseph P. Goddard, University of Tennessee
Resource: Roger A. Bell, University of Toledo
 James B. Kelley, Marquette University
Recorder: Ralph C. Dean, Bryant College

Chairman Goddard opened the meeting with warm welcome and introduced new members of A.U.E.C.

Mr. Bell from University of Toledo, after brief statements setting his frame of reference for Publicity, spoke for it. His definition - Publicity is not public relations but the promotion of publicity to portray the image of the school desired. Publicity is the extension of the voice of the university. He described in detail the development of the University of Toledo's method of publicizing their programs by using a Sunday Supplement in the Toledo Blade, the leading newspaper in the area. They obtain a coverage of approximately 200,000 into homes of Northwestern Ohio and Southeastern Michigan at a cost of less than 2¢ per home. The University purchases an additional 3000 copies of the Sunday Supplement at 5¢ each to use at registration. This supplement is used in lieu of a catalog or bulletin and they feel that they obtain much more coverage at a lower cost. This supplement is implemented for special courses by brochures.

The group agreed that newspaper advertising was the main and best method to publicize Evening and Continuing Education programs.

Mr. Kelley of Marquette also showed the meeting supplements that they have used successfully in Sunday papers in Milwaukee. It was pointed out that preparing and proof reading copy was about the same as for bulletins. The cost of addressing and mailing however is eliminated. Marquette also used brochures for special courses. Mr. Kelley stated that the evening enrollment had increased even though day enrollment had dropped.

slightly.

The advantages and problems of flooding an area with brochures verses mailing to key personnel was discussed. The cost of maintaining up-to-date mailing lists was also discussed. In general, the group felt that mailing to key persons was the superior method, more effective and less costly, and had more prestige value to the school.

The group was polled on the following methods of advertising:

Newspaper - All except 4 used this method.

Radio - Only 4 of group paid for radio time.

T.V. - none paid for T.V. time.

Mr. Dean discussed publicity for a small private college in an urban area where there are numerous other colleges and universities. He agreed with the use of newspapers but emphasized the importance of personal contacts with decision makers in industry and business and with High School counselors. Bryant College issues an Evening Division Bulletin once a year but uses semester supplements for credit courses and brochures for special programs. The advantages of material that could be posted on bulletin boards and return self-mailers was discussed.

The group discussed the relative merits of large single newspaper inserts versus multiple advertisements in newspapers. For general purposes, most agreed that multiple insertions and small spot ads for special programs were most effective.

Chairman Goddard thanked all who had participated and closed the meeting at 12:15 p.m.

UNDERGRADUATE HONORS COURSES AND SEMINARS

Chairman: Father Gerald A. Sugrue, U of San Francisco
Resource: Daniel R. Lang, Northwestern University
Richard F. Clemo, Adelphi University
Recorder: John D. Conner, Massachusetts Bay Community College

Members of the discussion group seemed to agree on the general nature of an honors program in an evening college. Such a program would consist of one or more courses taught on a seminar basis to students who have previously proved their academic ability in the evening college. Such programs should suit student needs and will naturally reflect the different opportunities available at the various evening colleges.

There were several suggestions for honors programs. The first and most widely used method of honors teaching is the seminar approach. A small group of students would be assigned to one professor for a semester to read and discuss in depth a subject of common interest. These seminars would be administered by the various departments in the evening college. This approach enables the student to do creative work and benefit from the close relationship with a faculty member in the field.

The following suggestions would not involve special curricular development by the various departments necessitated by the seminar approach:

- (1) that undergraduate students be admitted to graduate level courses
- (2) that college credit be given to students passing standard examinations in college subjects
- (3) that honor students be allowed to receive credit for courses in which they are not required to take the examinations or turn in papers, and
- (4) that credit be given for travel-study

In general, participants thought that the students in

such programs would benefit from such special study and that it would be welcomed by the faculty. Some members felt that an honors program well established in an evening college would encourage and stimulate other students in the evening college. However, other members raised questions about this. One felt that it would have no stimulating effect at all. Another wondered about possible adverse effects, i.e., introduction of "snobbism". There was also the question raised about the economic feasibility of maintaining an honors program.

Once an honors program is launched in the evening college, how well do the students do? In one case, out of 26 students, one student withdrew and four others left the program because they wanted more structure in their studies, leaving 21, which the investigator thought was good. In another institution, the investigator found that of the honor students in the program, those students with lower entering marks did better in the program than those students with higher entering marks. This brought out the question of whether high marks or desire should be the entering criteria.

The members of this discussion group felt that in general an honors program is a desirable program for an evening college provided that it complements the goals of that evening college. The key to its use and usefulness is frequent and serious evaluations by the evening college.

PART-TIME FACULTY BENEFITS

Chairman: Thomas C. Palmer, Texas Christian U
Resource: Curtis H. Moore, Rockford College
 Clarence H. Thompson, Drake University
Recorder: Phileon B. Robinson, Brigham Young U

1. Subjects for discussion:

- a. Rate of payment and method
 - b. Rank
 - c. Travel allowance
 - d. Longevity
 - e. Fringe benefits
 - f. Training programs
 - g. Representation on faculty senate
 - h. Remitted fees
 - i. Parking privileges
 - j. Faculty Club or lounge
 - k. Library
 - l. Faculty cards allowing admission to concerts, athletic events, etc.
 - m. Bookstore discount
 - n. Cashing checks
 - o. Faculty wives club
2. Criteria for determining what is appropriate for part-time faculty:
- a. Relative importance of fringe benefits
 - b. Market requirements to compete with other institutions
 - c. Importance of non-economic motivation
 - d. Prestige of university teaching
 - e. Joy and satisfaction of teaching
3. Ways to maximize non-economic rewards:
- a. Publicizing among community leaders and citizens information about those serving as evening teachers
 - b. Emphasizing among teachers and potential teachers the special satisfaction to be derived from teaching adults
 - c. Giving faculty rank to part-time teachers.
 - d. Inviting part-time teachers to department and faculty meetings and socials.
4. There are problems today in attracting qualified part-time teachers to an evening college. The opportunities for part-time employment at high salaries are numerous.

5. Various plans are being used in the payment of teachers. Some of these are on an experimental basis.

BREAKTHROUGHS IN HIGHER ADULT EDUCATION FOR THE UNDERPRIVILEGED

Chairman: Peter Meyer, Queens College of the City
University of New York
Resource: Stephen Poliacik, State of New Jersey
Department of Higher Education
Recorder: George E. Reves, The Citadel

A high interest in this topic is indicated by the fact that forty-five members participated in the discussion even though it was the final session of the conference. The group agreed that it is desirable to have an additional session on adult education for the underprivileged at the annual meeting next year. It was evident from the discussion that more information is needed concerning all developments in this area that are already underway in the evening colleges.

The chairman began the discussion by expressing the opinion that disadvantaged was a more acceptable term than underprivileged in describing the students being considered. The disadvantaged are those who have not been fortunate enough to receive the normal advantages. This naturally leads to the consideration of the concept of "Equality of Opportunity". The evening colleges are thus confronted with a problem of communication with segments of the population which need the help the evening colleges are so ideally equipped to furnish.

Subsequent opinions were expressed that the evening colleges must go into the local communities to talk with the people to discover the nature of adult training needed and to convince the underprivileged

that the colleges have an earnest desire to offer the programs best suited for them. It was also pointed out that this must not be a "one-shot" deal but it must lead to programs with continuity which furnish something of permanent value.

Several members gave brief descriptions of experimental programs they have been engaged in for the past few years. The idea was advanced that evening colleges must not try to use basic assumptions which do not apply to the underprivileged. With proper direction and motivation, excellent results have been achieved. For example, the sights of elevator operators may be raised to the idea of becoming teachers, lawyers, etc.

The whole field of training the disadvantaged for new careers seems to be little developed. It is difficult to move from practical nurse to graduate nurse or for the disadvantaged to reach the level of a teacher of adults. In the New Jersey Community Action Training Institute's project to train non-professionals to design and administer adult education courses in poverty neighborhoods several participants were offered jobs and a few accepted positions with public school adult education programs. However, none of these positions effectively used the trainee's knowledge and none of these provided career opportunities. Most graduates were hired by community action agencies. The project has shown that non-professionals lacking training and experience in adult education programming can be trained to perform on a limited basis many tasks now conducted only by professionals. The need for additional career training is quite evident. A recent survey by the New Jersey Department of Education says there may be a shortage in New Jersey of 2,000 well-prepared teachers per year by 1975 and in the field of health, the U.S. Public Health Service and American Hospital Association survey shows the nation's 7,100 hospitals need 109,000 employees to fill existing vacancies and they should have an added 166,000 to improve the quality of medical care.

It appears that the programs now in effect are only possible through foundation grants or the support of the federal government. For example, Brooklyn

College has had fine results with their program supported by a Rockefeller grant and New York City gives aid to college students through "Operation Seek" which selects 800 disadvantaged from some 12,000 applicants who cannot afford college expenses. It was suggested that efforts must be made to secure the financial support of local industries for properly planned (with the help of the community and the industries) courses of study. Adult courses could be given for the parents of children already participating in underprivileged programs. The belief was expressed that it is imperative that the evening colleges undertake the responsibilities rather than wait for the government to take the initiative and the misconception must be removed that there are no disadvantaged adults capable of additional education. The Atlanta area has made a start in this direction. It has had the support of industry (beginning with nine companies and now comprising eighty companies) in conducting seminars for counselors and teachers to study employment problems. This has led to the development of a course of study on this subject for the eighth grade. They have now hired a director to gather and furnish information for such a course.

The meeting ended with the expression that all evening colleges needed more detailed information on the present services being given the underprivileged adults by the various institutions and any such plans of the evening colleges for the future.

BREAKTHROUGHS IN ALUMNI EDUCATION

Chairman: Lowell Ekland, Oakland University
Resource: Ernest E. McMahon, Rutgers University
Recorder: John M. Blake, University of Maine

Dean Ekland began the discussion with a summary of procedures and philosophy concerning Alumni Education

at Oakland University. He discussed the need for programming alumni education indicating that there were only limited opportunities presently available for alumni education and that many programs were superficial in nature. He suggested the reason for this was related to the lack of real commitment for alumni education and programs tended to be more of "conscience soothing" than continuing education.

There appears to be very little literature available in the area of alumni education. Professor Houle of the University of Chicago has written several significant articles concerning the importance of relating alumni to the long range and total educational program of collegiate institutions. The philosophy expressed by Professor Houle was significant in the establishment of the Alumni Education program at Oakland University. Officials at Oakland asked the following two questions, as the new college was founded: (1) Does the responsibility of a college stop with graduation or does the college have a responsibility for creating the life-long learning opportunities for its students? (2) What can a college do to establish lifelong learning habits?

Dean Ekland posed the question as to why continuing education administrators ignore the alumni of their own institutions. He quoted from the American Alumni Council annual meeting of April 1958, where concern was expressed for the lack of continuing education responsibilities which were not being accepted by American colleges for their own alumni. Dean Ekland believes the twenty-two million alumni of American colleges are not getting education, but are receiving emotionally charged "home coming entertainments".

Oakland University provides alumni education: (1) where their alumni are located, (2) programmed assistance is provided, and (3) education which applies to occupations related to life needs. Recent studies indicate only 15 per cent of U.S. alumni continue to live within a commuting distance of their alma mater. This situation indicates the need for inter-institutional relationships in planning alumni continuing education programs.

The "Oakland Plan" includes (1) counselors as a clearing house for information, (2) coordination with alumni employers, (3) establishment of a program related to experience and need, (4) active cooperation of employers, and (5) stimulation, guidance and coordination of alumni. Programs are determined before graduation with the intended occupation of the graduating student as a principle influence in the continuing education program. Alumni are guided by faculty members with reading lists and current literature in the appropriate occupational field. Electronic data processing machinery is being used to provide "print outs" which are sent to members of the alumni with references to new vocabulary and innovations in their respective occupational fields. The Oakland Plan includes orientation of students while in their freshman year. Freshman students take non-credit courses voluntarily and are given orientation instruction by faculty who are also volunteers.

Questions from the group were asked at this time. One member asked how it was possible for a liberal arts faculty to provide continuing professional education, for example in business and law. Dean Ekland indicated this was done through counseling by faculty in other institutions where professional education was a responsibility of the other institution. Dean Ekland stressed again the importance of inter-institutional cooperation in alumni education.

Another question asked was whether or not the real reason for alumni education was to acquire larger financial contributions from the alumni. Dean Ekland acknowledged that this could be helpful, but said he felt alumni tended to grow away from their alma mater and turned their loyalties to another institution which might be more helpful to them in the occupational needs which came after graduation.

It was asked whether or not it was necessary to provide some sort of recognition or mile stones in order to maintain alumni motivation in their continued education. Dean Ekland indicated there were no "gold stars" provided in the Oakland Plan and this did not seem to be necessary because each program had a functional

value for its participant.

A question was asked as to how counselors were able to know what educational opportunities existed in other institutions in order to make referrals. The answer suggested there was no easy or simple way of doing this. There was need for a great deal of research, conferences and visits with members of other institutions.

To the question as to whether counselors keep in touch with each member of the alumni related to their plan at Oakland, Dean Ekland indicated that this was indeed the situation. Counselors tended to become very close to those they were counseling during this long association.

A question concerning the financial arrangements which had been necessary indicated the Kellogg Foundation had been helpful in making early grants to Oakland University and the continuance for the next few years appeared possible. Grants of \$20,000 per year for a three year period have been received and \$60,000 per year during a period of operation have also been received. Dean Ekland suggested, however, small alumni programs of only ten or more students could start and experience in alumni education could lead to attracting financial support from various sources. He indicated it was not necessary to wait for sufficient support to begin a very large program.

Another questioner asked how many institutions presently have alumni education programs? Dean McMahon entered the discussion at this point and indicated he was aware of approximately fifty institutions which had reported some type of alumni education program. He said these tended to be of short duration and were not more than "one night stands" in many situations. Stanford University, Harvard Business School and the University of Wisconsin were mentioned as institutions where substantial programs were available. However, Stanford University's program tended to emphasize the public relations aspect which is possible to achieve through alumni education. The summer alumni education programs at Wisconsin have not

been financially self-supporting. A member of the group had knowledge of continuing education programs provided by the Harvard Business School and indicated these programs were financially self-supporting.

Dean McMahon questioned whether or not a university really has a responsibility for only its own alumni or whether or not its responsibility is extended to the general public or to whomever continuing education is appropriate.

The meeting was adjourned at 4:30 p.m.

PART III
ASSOCIATION BUSINESS

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting
November 5 - 9, 1967

New Orleans, Louisiana

President McMahon opened the first General Session of the AUEC's 29th Annual Convention at 9:30 A.M., November 6, 1967.

Business Session - November 7, 1967

Call to Order

President McMahon called the Business Session to order at 9:30 a.m., November 7, 1967.

Tribute to Deceased AUEC Members

At the suggestion of President McMahon, the entire audience stood for a few moments in silent tribute to the memory of our beloved members and outstanding leaders in the evening college movement who passed away during the current year:

Willis H. Reals, Dean Emeritus of University
College of Washington University.
Past President of AUEC - 1954.

Earnest Brandenburg, President of Drury
College. Past President of AUEC -
1964.

Ralph C. Kendall, Dean, Toledo University.
Past President of AUEC - 1965.

George E. Grauel, Director of Institutional
Planning, John Carroll University.

Carl Hancey, Dean, University College,
University of Southern California

Russell Walker, Xavier University

John R. Hackett, Dean, University Extension,
University of Rhode Island.

Minutes

The minutes of October 31 and November 2, 1966 which were published in the 1966 Proceedings were given formal approval.

Membership

At the request of the President, the Executive Secretary announced the following new members admitted to AUEC since November, 1966:

Institutional

Admitted in March, 1967:

Memphis State University; Dr. W. A. Brotherton, Director
Miami Dade Junior College; Wilbur McElwain, Chairman
Mohawk Valley Community College; Dr. Leonard C. Schwartz, Director
Orange County Community College; Lewis C. Popham, 3rd, Director
Queensborough Community College; Dr. Geo. Alterman, Dean
Richmond Professional Institute; John A. Mapp, Director
Trenton State College; Leo L. Mann, Director

Admitted in November, 1967:

Dutchess Community College; Robert E. Moseley, Dean
University of North Carolina at Chapel Hill; Dwight C. Rhyne, Director
State University of New York at Albany; Irving A. Verschoor, Dean
Bronx Community College; Manuel Stillerman, Dean
Frostburg State College; Dr. J. Russell Snyder, Director
Guilford College; Dr. Paul E. Zopf, Jr., Associate Academic Dean

Borough of Manhattan Community College; Dr. Arnold H. Scolnick, Dean
Nassau Community College; Dr. Robert R. Gwydir, Jr., Dean
New Haven College; George A. Schaefer, Dean

Associate

Admitted in March, 1967:

Joseph Barney, Loyola University (Chicago)
Gail Nelcamp, University of Cincinnati

Admitted in November, 1967:

Dr. Robert A. Byerly, Harrisburg, Pennsylvania
John P. Donohue, The Loop College
Herbert W. Florer, Adelphi University
Dr. Harry Gaffney, Washington University (Missouri)
Eleanor A. Young Alsbrook, University of Louisville
Charles A. Odewahn, University of Louisville
Eugene V. Moran, American University
Robert Osborne, The Prophet Co.
William T. Tracy, Marquette University
R. W. Thorburn, The University of Akron
Eugene Upshaw, University of Tennessee

Contributing (Personal Class)

Admitted in March, 1967:

George D. Cole, Southern Connecticut State College
James L. Faltinek, American Hospital Association
William H. Fox, Community College of Philadelphia
Jack Fuller, Pensacola Junior College
Roger H. Heylin, HQ Fort Sheridan Army Education Center
William V. Lockwood, Baltimore Junior College
Cecil W. Shuler, Northern Virginia Community College
Paul V. Trovillo, St. Petersburg Junior College

Admitted in November, 1967:

John A. Anthony, Peirce Junior College
John J. Cogan, Middlesex County College

Admitted in November, 1967, con't.:

Mary C. Cutler, Mount Saint Vincent University
W. Frederick Foose, Peirce Junior College
Paul Helmer, Sinclair Community College
Ronald J. Mirabelli, Niagara County Community College
Peter K. Mills, Middlesex County College
Gerald Robbins, Upsala College
James O. Sampsel, Bloomfield College

Contributing (Agency Class)

Admitted in November, 1967:

Bureau of Community Colleges, Representative: Dr.
Lewis W. Bender, Director
State University of New York, Central Administrative
Class, Office of Continuing Education, Represent-
ative: William R. Dodge, Acting Dean

Membership Certificates

Membership Certificates were given by President
McMahon to the new Institutional and Agency Members.

Report of Treasurer

The treasurer reported total cash receipts of
\$15,650.99 for 1966-67 and disbursements of
\$12,443.75. The current commercial bank balance is
\$9,196.38. Other cash reserves are \$1,810.36. The
savings bank accounts amount to \$10,900.94 making
total cash resources of \$21,907.68. This is in har-
mony with the long-established tradition of the
Association to maintain reserves approximately equal
to the level of expenditures for a single fiscal year.
This report was received. A detailed summary of the
financial report is included as a part of the supple-
ment of these minutes.

Report of CSLEA

A. A. Liveright reported on the activities and the
recent study which was made on the future of CSLEA.

This study was done by Robert Hudson who made the following recommendations:

1. Change the name to reflect the broadenscope and responsibility. e.g. Center for Higher Continuing Education.
2. Enlarge board to include representatives for disciplines; also for Government and Industry.
3. Broaden the sponsorship to include the American Council on Education Association of Junior Colleges, American Alumni Council, Council of Learned Societies, etc.
4. Broaden the program base to include major research development and policy, and study activities; to enlarge program development activities in cooperation with the new role.
5. Change the nature of the staff to have a small staff with some turn-over which will primarily secure grants for research program development and involve university adult educators and faculty.
6. Broaden base of financing to include core support from foundations, government, and additional program grants from above sources plus private industry.
7. Disaffiliate from Boston University or any University and move the office to Washington.

All recommendations with the exception of number 7 was accepted by the CSLEA Board at its September meeting.

Paul Miller, USOE, called together a group of foundation representatives to explore the concept of the

broadening center. They suggested that its duties encompass more than higher adult education. This group will continue to study the recommendations.

Dr. Liveright announced that the Academy for Education Development is currently engaged in national study of future plans and directions of institutions of higher education. Part of this study will include higher adult education.

Regional Meetings

President McMahon commended Frank Carroll and his Committee of Sherman Kent, Dominic LaRusso, and Edwin Banks for their excellent work in the regional organization. He also singled out Melvin Fuller for the excellent work done in membership promotion. Frank Carroll reported for the regional organization and called attention to the increase in membership, the preparation and publication of the Regional Chairman's Handbook, and increased interest in AUEC. The full report is included as a supplement to the minutes.

IAESC

James Quinn, President of IAESC, explained the nature of the organization. He also listed the aims and objectives and rationale for having Evening Student Councils. He announced that the organization had created an international scholarship. He called on the membership of AUEC for continued and expanded cooperation. His full statement is included as a supplement to the minutes.

Galaxy Meeting

William Huffman, AUEC's representative to the Galaxy Conference, reported on the Galaxy Conference. He noted that the Galaxy Conference was an outgrowth of CAEO, whose first Chairman was Robert Berner. He announced the following members were serving as representatives from AUEC to the Galaxy Conference Committees: Program Committee--William Huffman; Local Arrangements Committee--James Quimper; Public Relations

--Melvin Fuller. He reported that the Budget and Finance representative had not been named. Dean Huffman noted that the Galaxy Conference was responsible to CAEO and reported that the Executive Committee had passed a resolution against hiring a Public Relations firm. He further noted that matters of budget and finance for the Galaxy Conference were to be referred to the Executive Committee before AUEC would act upon them.

Program Committee

Robert Shaw reported for the Program Committee. He noted a few corrections in the program and thanked members of his excellent committee for their work.

Public Relations Committee

The Public Relations Committee report was given by Robert Osborne. He commended the members of the Local Arrangements Committee for their assistance. A copy of the Committee report appears as a supplement to the minutes.

Research Committee

Roy Ingram reported on the activities of the Research Committee. The full Committee report is included in the supplement to the minutes.

Local Arrangements Committee

The report of the Local Arrangements Committee was made by Raymond Witte. He said that the Local Arrangements Committee hoped that everyone would enjoy New Orleans.

Proceedings Editor

Marvin Hartig reported that the Proceedings would be issued as soon as possible. He urged all recorders to furnish him with reports of their minutes as soon as possible.

Relations with Other Professional Organizations

The Committee report was given by Richard Deters, Chairman. He called particular attention to relationships with ACE and NUEA and recommended that AUEC work with ACE in calling a conference on higher adult education. A copy of the full report appears as a supplement to the minutes.

Advisory Committee

Robert Berner, Chairman, reported for the Committee. He noted that they had reviewed the Constitution and would continue study on it. The full report appears as a supplement to the minutes.

Special Programs for Women

The Committee was given by Adelaide Jones. Mrs. Jones thanked members of her committee for their excellent assistance. The report appears as a supplement to the minutes.

Evening Student Personnel Committee

Peter Meyer, Chairman, reported for the Committee. He noted that their work was being well received. The Committee report is included in the supplement to the minutes.

Legislative Committee

Heinz F. Mackensen, Committee member, gave the report for the Legislative Committee. He emphasized the need for elimination of discrimination of the part-time student. The full Committee report is included as a supplement to the minutes.

Statistical Reports Committee

Phil Frandson, Chairman, announced that the Committee had recently issued a report covering six years and their projection. The Committee report is printed and appears as a supplement to the minutes.

Membership Promotion Committee

Melvin Fuller, Chairman, recognized the splendid work done by his Committee members and Alban Varnado and Stanley Gwiazda. The printed report in the supplement to these minutes is the Committee's final report since the Committee dissolves as of this meeting.

Guidelines Committee

Robert Berner announced that there was no published report but the Committee was in the process of preparing all of the Guidelines into a publication. He called attention to some developments with other organizations as a result of the Guidelines Committee. Brief reports from the subcommittees were received from:

Tom Bryde, Business
Edward Cooper, Education
David Mangnall, Engineering
 , Liberal Arts

Constitutional Revision Committee

Stuart Goaz, Chairman, reported for the Committee. He called attention to the printed report and urged members to make a careful study. He explained the rationale for the proposed changes.

There was some discussion from the floor. President-elect Huffman announced that a Committee would be appointed to study the proposed revisions and make recommendations. He said that some regions may want to consider revisions and he would welcome any suggestions. He said that some regions may want to consider revisions and he would welcome any suggestions that they might have.

Finance Committee

Donald Woods recommended adoption of the proposed budget. The motion was approved by the membership. The budget appears as a supplement to the minutes.

Convention Sites

The President asked the Executive Secretary to read the invitations. The Executive Secretary announced that invitations had been received from institutions from the following locations: Miami, Florida; New York Metropolitan area; Philadelphia, Pennsylvania; and Des Moines, Iowa. A show of hands was taken on the proposed sites for 1971 indicating preferences. A tally of the preferences follows:

Miami	70
New York Area	24
Philadelphia	12
Des Moines	11

Site selection is made by the Executive Committee and the above tally is a straw ballot to indicate the preference of those attending.

Resolutions Committee

Thomas Dolphin, Chairman, read the report of the Resolutions Committee:

1. Be it resolved that the Association of University Evening Colleges wishes to express to the City of New Orleans and in particular to the Honorable Victor H. Schiro, its mayor, the Association's appreciation for the hospitality extended to us. We also wish to thank the host institutions and the Local Arrangements Committee chaired so well by Raymond Witte.
2. Be it resolved that the Association extends to its outgoing President, Ernest McMahon and to his working committees, particularly the Program Committee, its sincere thanks for a job well done.
3. Be it resolved that the Executive Secretary convey the Association's profound sympathy to the families of the following long time, devoted members of the Association of University Evening Colleges who are no longer with us:

Earnest Brandenburg, Drury College, Past
President of AUEC
Willis Reals, Washington University, Past
President of AUEC
Ralph Kendall, University of Toledo, Past
President of AUEC
Carl Hancey, University of Southern
California
George Grauel, John Carroll University
John Hackett, University of Rhode Island
Russ Walker, Xavier University

The resolutions were approved by the membership.

Concluding Remarks by President Ernest McMahon

President McMahon expressed his deep and sincere appreciation to the Executive Committee and to the functional committees for their assistance to him and the Association. He indicated that he has had a pleasant and most enjoyable year, and he appreciated the honor to lead the organization.

Nominating Committee

President McMahon called upon Robert Berner, Chairman of the Nominating Committee, to present his report. The slate of nominees are as follows:

Vice President	Raymond Witte
Directors-at-Large	Joseph Goddard
	Hymen Lichtenstein

There being no further nominations from the floor, it was moved and seconded that the entire slate be approved as presented. The motion was carried un-animously.

The gavel was passed by President McMahon to President-elect William Huffman who expressed appreciation for the honor accorded him by members of the Association.

Commendation to President McMahon

The delegates with a standing ovation commended President McMahon for his service to the Association. There being no further business, President McMahon declared the business meeting adjourned at 12:00 noon.

Respectfully submitted,

Howell W. McGee,
Executive Secretary

FINANCIAL STATEMENT

1966-67

Detail of cash balances at September 30, 1967:

Bank account (regular account)	\$ 9,196.38
Membership application revolving account	1,480.93
University of Oklahoma account	329.43
Savings accounts:	
Norman Building and Loan Association	10,000.00
Oklahoma City Federal Savings and Loan Association	<u>900.94</u>

Total cash accounts at September 30, 1967 \$21,907.68

Income for 1966-67:

Dues:

Memberships:	
Institutions	\$ 11,700.00
Associate	1,480.00
Contributing:	
Association	50.00
Personal	355.00

Miscellaneous revenue:

<u>Proceedings</u> sales	73.00
<u>Newsletter</u> subscriptions	95.00
NUEA Joint Report	349.10
Gift	15.00

Savings Account Interest 501.19

Increase in membership application revolving
fund (excess of collections over expenses) 1,032.70

Total Income for 1966-67 \$15,650.99

Expenses for 1966-67

	Budget	Actual
Publications:		
<u>Proceedings</u>	\$ 600.00	\$ 587.05
<u>Newsletter</u>	2,750.00	2,750.00
Printing, roster, etc.	650.00	938.16
Office Expense	100.00	2.00
Postage	400.00	351.33
Travel	1,500.00	833.63
Secretarial expense	4,000.00	3,956.46
Leadership Conference	1,200.00	871.80
Committee expenditures	500.00	191.06
Convention expenses	100.00	90.82
Annual dues to affiliated national organizations	300.00	300.00
Operating cost of Joint AUEC/NUEA	350.00	342.30
Committee on "Uniform Reporting"		
Honorarium, Executive Secretary	1,000.00	1,000.00
Audit and Bond	100.00	100.00
Contingency	700.00	129.14
Total expenses for 1966-67	\$14,250.00	\$12,443.75

Note: The books are kept on the cash basis so that no income is reported until the cash is actually collected. For information, the accounts receivable balance on November 2, 1967 was \$275.00.

COMMITTEE ON REGIONS 1966-67

I. Committee

The following members composed the AUEC Committee on Regions for the year 1966-67:

Dr. Sherman Kent
Mr. Edwin Banks
Dr. Dominic LaRusso
Frank T. Carroll, Jr. (Chairman)

II. Regional Meetings

The majority of the regions held meetings during the past year (See Appendix). In some regions, meetings were held monthly or semi-annually.

The meetings were well attended and attendance at these regional meetings is increasing each year.

Some of the topics discussed were:

Regional Reorganization
Membership Promotion
Dice Project
Admission Requirements and Procedures
New Developments Appropriate for
Continuing Education
New Developments in Credit and Non-Credit Programs
Relationship of Junior and Community College to AUEC
Evening College Fees
Application of Automatic Data Processing

Regions 6 and 8 held a joint meeting while Region 10 met with the Missouri Valley Adult Education Association and Region 11 met with the Mountain Plains Adult Education Association. In some regions NUEA people were invited.

III. Regional Chairmen Meeting

A regional chairmen's meeting will be held during the annual meeting of AUEC. The meeting will serve as a training session for now regional chairmen. An handbook has been prepared by the Committee on Regions for regional officers in order to assist them in carrying out their duties.

This training session will be held annually during the regular National Meeting of AUEC.

IV. Objectives of Regional Organization

A. At this stage in the regional development it is felt that the objectives of organizing AUEC into regions should be reiterated:

1. Encouragement between annual conferences of the Association, of face-to-face as well as telephone conversation and the written word among the regional membership (and potential membership) on topics of interest to;
 - a. The association as a whole.
 - b. And others of moment unique to, or having special application in the region.
 - c. And to provide the opportunity for informal exchange of ideas, shop talk, and other activity which often prove the most rewarding outcome of a huddle of professionals.
2. Inducement, because of travel expense economics, of participation in regional meetings of staff personnel who are not able to regularly attend the national meeting.
3. Identification and "in-service training" of potential leaders of the Association

through opportunities for leadership at the level;

4. Promotion of new memberships in the Association by grass roots cultivation.

V. Regional Boundaries

- A. When the present committee was formed several years ago, regional boundaries were already established. The committee then proceeded to develop the regional organization using these regional boundaries.

Several years ago a committee was named by the president of AUEC to look into the matter of reorganizing regional boundaries. At that time, the majority of the regions did not want their boundaries changed. However, regions 10, 11 and 12 had the problems of long distances and lack of schools. These problems still exist today.

- B. It was felt that the report on the past year's activities should reflect some thinking on regional boundaries. The objectives of regional organization imply factors which ought to be taken into consideration in determining regional boundaries.

1. Every region ought to include at least the minimum number of institutions (though they need not all be institutional memberships) which will make the effort of planning for and carrying out an annual or biennial meeting within the region worth the trouble. A meeting which is held only at the annual meeting of AUEC is better than none at all, but this hardly indicates a going concern. In the Rocky Mountain and Pacific States this minimum barely exists at the present time.

2. Every region should include a nucleus of persons who have contributed, or are contributing, to the national leadership of the Association. A region cannot very well get off the ground without such ability and knowledgeability.
3. With the minimal conditions covered in points 1 and 2, perhaps the third most important factor is territorial size. In the case of the Rocky Mountain and Pacific States, the first two considerations may have to limit the number of regions to two or three very large ones indefinitely. The problem of travel expense economics in the West thus becomes much more serious than in other parts of country. It raises the question, too, whether organizing AUEC regional meetings in connection with regional conferences of other adult education organizations is not the sensible way to plan for the foreseeable future. At the other end of the scale are such centers as New York and Chicago, where travel expense, comparatively speaking, is no problem at all and where the number of AUEC institutions may be so great that regular joint regional meetings with other adult education organizations may not be desirable.
4. There are various possibilities for reorganizing regions 10, 11, and 12.
 - a. Change the present regional boundaries so as to have four regions instead of three.
 - b. Coincide the AUEC regions with the NUEA regions in this area.

- c. Coincide the AUEC regions with the regional organizations of the Mountain-Plains Adult Education Association and the Missouri Valley Adult Education Association.
- d. Bring together AUEC, NUEA and the Adult Education Associations in the area to establish common regional boundaries.

VI. Meetings With Other Adult Education Associations

- A. Region 10 has been meeting with the Missouri Valley Adult Education Association. The Association covers seven states: Kansas, Iowa, Missouri, Minnesota, North Dakota, South Dakota, and Nebraska. Dr. Tommy Thompson has also expressed a feeling that for the foreseeable future there should be one single meeting uniting AUEC, NUEA and MVAEA.
- B. Dr. Edwin Banks, Chairman, Region 11 and member of the AUEC Committee on Regions states that the Mountain - Plains Adult Education Association is a well established and going organization, which includes Arizona, Colorado, Idaho, Nevada, New Mexico, Utah and Wyoming, and which Nevada has been invited to join. It has annual spring meetings since 1955 and publishes a reputable quarterly newsletter. Representatives of collegiate institutions - including all those who belong to AUEC - have contributed a major share of leadership. Dr. Banks reports that last spring at the University of Wyoming, there was a briefing session on AUEC in which he participated; hopefully, some memberships may come out of this effort.
- C. In Region 12 it appears that the Pacific States have not put together any kind of regional organization of adult education. It seems that the first task for the adult education leaders in this part of the country is to get together and plan a meeting which hopefully would stimulate the development of an organization pulling together, everyone interested in adult education

- D The AUEC - NUEA Midcontinent Conference idea is relatively new. It started out as an NUEA group but the cooperative approach has been encouraged by top regional leaders
- E The other regions do not have the problem found in Regions 10, 11 and 12, therefore, they have not met with other associations.

VII. Summary

The biggest problem facing the Committee on Regions concerns Regions 10, 11 and 12. There are various alternatives that are available, the question is which one will yield the best results.

The remainder of the regions are functioning satisfactorily. Attendance at regional meetings is increasing. Insofar as membership development is concerned, the regions are doing work at grass roots level.

A training session for regional chairmen has been scheduled as part of the regular annual meeting program. A handbook has been prepared listing the jobs and responsibilities of regional officers.

Through the meeting and the handbook it is hoped that the regional officer will have a better appreciation of their job and thus make the regional organization more effective.

VIII. Appendix

REGION	CHAIRMAN	REGIONAL MEETING DATE	LOCATION	COMMENTS
1	Joseph H. Strain Suffolk University Boston, Massachusetts	March 29, 1967	Babson Institute Joint with NUEA	Elects Officers At National Meeting
2				
3	Roy Ilowit C. W. Post College of Long Island University Greenvale, L. I., New York			Election held in Spring Secretary, Ed Spengler Brooklyn College
4	Stanley J. Gwiazda Drexel Institute of Technology Philadelphia, Pa.	October 14, 1967	George Washington University	Election at spring meeting Vice-Chairman, Robert McDonald Secretary, Brother Emery LaSalle
5	Richard D. Robbins Johns-Hopkins Baltimore, Maryland	April 7, 1967	Citadel Charleston, S. C.	Election in spring Secretary, Mrs. Hodges Richmond Professional Institute

6	Howard A. Ward University of Detroit Detroit, Michigan	April 14, 1967	Cincinnati, Ohio Xavier & Ville Madonna	Joint with Region 8 Chairman elected at April meeting
7	Dr. Alban Varnado Louisiana State U New Orleans, Louisiana	April	Atlanta, Georgia	Election in spring
8	Frank R. Neuffer University of Cincinnati Cincinnati, Ohio	April	See Region 6	Joint with Region 6 Election in spring
9	Kenneth V. Henninger Illinois Institute of Technology Chicago, Illinois		Meets monthly	Election at May meeting
10	Dean Clarence H. Thompson Drake University Des Moines, Iowa	April	Met with Missouri Valley Adult Education Association	Election at national meeting
11	Edwin P. Banks	March	Met with Mountain Plains Adult Assn.	
12	Dominic A. LaRusso University of Washington Seattle, Washington			

ADDRESS BY JAMES QUINN
President, International Ass'n. of Evening Student
Councils

Distinguished members of the Association of University
Colleges--

"What is the IAESC?" Briefly it is a seven year old organization of evening student councils in the United States, Canada, and England dedicated to the threefold objective of advancing evening education, improvement of the evening student, and promotion of the evening student councils.

Let me address myself to the latter. "There is a genuine need, to have an evening student council." But why?

Because it gives each and every evening student the opportunity to engage in parliamentary assembly where he may acquire the capability of constructively participating in meetings, where he may gain invaluable leadership experience without pressure, and where he may improve his interaction with people, and because it permits the student to have the benefit of a fuller educational cycle, not just the segment which pertains to class work. It establishes in those students who avail themselves of the opportunity -- an identification with the university -- which exemplifies itself in a pride in the university and the inclination to be a contributing alumnus.

"But can't the day student council provide this opportunity?" No! It cannot provide for proper representation and participation of the evening student unless the meetings are held during non-work, non-class hours, representation is on a one-man, one-vote principle; unless, funds are allocated to day and evening projects on an equitable manner. These qualifications will eliminate 95% of the colleges and universities.

But what can and should this evening student council do?

It can and should be the communications link between faculty and the student body and between the administration and the student body. It can and should serve as the responsible body for establishment and execution of curriculum and teacher review studies. These review studies would be conducted in a manner inductive to fair, objective, and mature opinion. Obtainment which can be used by the faculty and administration as another credible input when changes to curriculum, teacher selection or administration policies are being considered.

It should function as the focal point of all evening student activities so that there is an array of activities corresponding to the students needs and desires. It should make positive efforts to determine these needs and desires periodically.

As administrators of evening colleges, you have an obligation to take positive steps which will lead to the establishment of evening student councils at your school. This means, among other things, providing the necessary operating capital at least initially. It also means providing a meeting room and an office where files and records can be kept and where students may work on projects. The evening student pays a great amount of money to the universities. He deserves some consideration in the allotment of student facilities. What school represented here does not have offices set aside for day student activities?

At times the evening student council is discouraging because many students are apathetic, but so are many voters. This does not mean we disband government!! I would make this one request--Take POSITIVE steps to establish an evening student council at your school. If you do have one, review it and see if you can help it in any manner. Almost every strong viable evening student government has the support and assistance of their administration.

The IAESC has prepared six papers and booklets which can be of great assistance, and the IAESC will be pleased to provide the services of our experienced

students to any school requesting assistance in the foundation of an evening student government.

The IAESC does make mistakes and we have our failings and shortcomings, but we have accomplished many things in our short existence. In the past year the IAESC has accomplished such things as:

- establishment of an IAESC Scholarship fund.
- first award of \$100 at Eighth Annual Conference - Nov. 11
- founded six student governments at schools who requested this.
- growth 20% to 50 schools.

The AUEC and IAESC have always cooperated, but I believe a better rapport is possible. The IAESC could contribute their great enthusiasm, their willingness to innovate and change, and their youthful vigor while the AUEC could lend their wisdom of experience, and the stability of orderly transitions. The result would be a unified and stronger effort to advance evening education, improve the evening student, and promote evening student councils.

PUBLIC RELATIONS COMMITTEE 66-67

Dr. Raymond P. Witte thoughtfully provided the Association with the professional services of the publicity departments of both Loyola University and Tulane University, prior to and during the convention.

A special vote of appreciation is extended by the committee to Mr. Charles Brennan, Director of Public Relations and Mrs. Dale Curry, Loyola and to Mr. Quentin Ault, Director of News and Information, Tulane for their fine efforts in behalf of the Association of University Evening Colleges.

Rev. Charles Crowley, S.J.
Robert Pease
Robert Osborne, Chairman

COMMITTEE ON RELATIONSHIPS WITH OTHER ASSOCIATIONS

The pages accompanying this were the minutes of a committee meeting held in Cleveland, Ohio, November 17, 1966. Those minutes appeared in our NEWSLETTER and constituted the committee report to the Executive Committee in Boston, March 1967.

Our relations with the two-year colleges and their association (AAJC) will be touched on in other reports, particularly the report on membership. Our progress in cooperation with AACSB (The American Association of Collegiate Schools of Business) will be reported by the committee whose specific charge this is. CGS (The Council of Graduate Schools) seems still oblivious of the magnitude of part-time (day, evening, and Saturday) graduate study. The Committee on Relationships reaffirms its position in its report of the November 17 meeting. From AUU (The Association of Urban Universities) AUEC hears little or nothing. This seems strange, because AUU is the Association from which AUEC sprang, and its institutions are those within which most of us operate. The Committee again urges that AUU be represented on the ACE Committee on Higher Adult and Continuing Education. Four members of AUEC are Trustees of IAESC (The International Association of Evening Student Councils) and for the present will constitute our liaison with IAESC.

Our relations with NUEA (The National University Extension Association) have long been most cordial, and are the base on which all other association cooperation is built. If AUEC and NUEA are divided, the whole front of higher adult and continuing education collapses; if united, we can push forward to such accomplishments as the establishment of the ACE Committee on Part-time Students and the National Welfare.

ACE (The American Council on Education) is still the big news in AUEC's cooperation with other associations. At its November meeting the AUEC Committee on Relationships recommended that we do everything in our

power to make the ACE Committee on Higher Adult and Continuing Education not only viable, but vital and vitalizing.

The Committee "recommended further that AUEC contract ACE on the feasibility of its sponsoring a one-day conference on The Part-time Student and National Welfare, that such a conference should deal with all continuing education, not merely evening and graduate part-time learning, and that to this conference should be invited lawmakers and the policy makers of all associations in continuing higher education." The AUEC Executive Committee approved this project, and our president reports that the conference is slowly taking shape. At this moment the three associations cooperating with ACE are IAESC, NUEA, and AUEC.

In St. Louis, Dallas, and Buffalo AUEC had established a priority in its relationships: First, with other association of higher adult and continuing education; second, with all associations of adult education. The lines of communication have been strung toward the first; toward the second the first line will be strung through a "Galaxy" annual, national convention of all such associations in Washington, D. C., in December 1969.

Richard T. Deters, S. J.
Chairman

The AUEC Committee on Relationships met at John Carroll University, Cleveland, Ohio, November 17, 1966. Present were Viers Adams, Tom Emmet, and Father Deters; absent and excused were Frank Neuffer, Jim Southouse, and Cliff Winters; invited by the chairman for their experience and advice, and attending, were Don Gavin and Bill Rogers.

The committee discussed AUEC's relations with AAJC, AACSB, ACE, NUEA, CGS, AUU, and IAESC and made the recommendations below.

AAJC and two-year colleges. No information had been circulated how AUEC was to implement the vote to admit such colleges to full institutional membership if they met our standards. It did not seem adequate merely to inform the executive secretary of AAJC of the fact. Something more specific seemed required, like an article in the AAJC journal or newsletter, an AUEC member appearing on the national AAJC program, a mailing piece from the president or executive secretary of AUEC to all eligible two-year colleges, and making a point to invite such colleges to all AUEC regional meetings. The recommendation is that AUEC through its executive committee should inform all eligible two-year colleges individually that they could be admitted to full institutional membership.

AACSB. Although this relationship is the direct responsibility of another committee, we were concerned about this group since, in spite of our best efforts, we have made so little progress. This committee recommends that the Business Committee compile a list of AACSB deans on AUEC campuses, that it attempt to enlist the aid of AUU in dealing with AACSB, that it strengthen its ties with the National Commission on Accreditation, and that to this end it enlist the strength of presidents of AUEC institutions which are members of AUU.

ACE. The committee agreed that it had taken a long step forward during the past two years in bringing about closer cooperation among all associations of higher adult and evening education by being the prime mover in the formation of the ACE committee in this area. It strongly recommended that AUEC continue its representation on this ACE committee, that it do everything in its power to have this ACE committee meet as often as necessary to foster such cooperation, and that the AUEC executive committee keep both the Committee on Relationships and the total membership informed of this ACE committee's meetings and activities.

It recommended further that AUEC contact ACE on the feasibility of its sponsoring a one-day conference on The Part-time Student and National Welfare, that such a conference should deal with all continuing education, not merely evening and graduate part-time learning, and that to this conference should be invited lawmakers and the policy makers of all associations in continuing higher education.

NUEA. This is the association whose interests are closest to those of AUEC, and the committee thinks that these two should cooperate even more than in the past; for instance, in our relationship to AACSB. It might be effective if the top policy makers of AUEC and NUEA were to discuss our further cooperation, or at least if the two committees on relationships were to meet.

CGS. We were painfully aware of this association's apparent lack of interest in part-time and/or continuing education, but aware, also, that the association does not always reflect the interests of graduate deans in these fields of higher education. The committee recommends that, if CGS itself will not determine how many graduate students are part-time, AUEC should; that AUEC deans talk to their own graduate deans who are members of CGS in order to determine common interests and mutual cooperation; and that on the regional level AUEC attempt to cooperate more with graduate deans, perhaps by inviting the graduate deans to regional meetings.

Above all, CGS should be represented on the ACE committee on higher adult and evening education.

AUU. This association should be represented on that same committee. If any group should be interested in higher adult, part-time, and evening education that group should be AUU, whose presidents administer the institutions which most such students attend.

The committee recommends that the AUEC president contact the president of AUU to solicit his

association's cooperation with other associations of higher adult, evening, and part-time education, particularly through the ACE committee, and that he explore the feasibility of a joint national meeting of AUEC and AUU; that AUEC members whose presidents are members of AUU talk to such presidents about cooperation and particularly membership of AUU on the ACE committee; and that AUU be one of the associations invited to the conference mentioned under ACE above.

IAESC. Four AUEC members, Martha Farmer, Fr. Deters, Dan Lang, and Reuben McDaniels, are members of this association's Board of Trustees. The AUEC executive Committee had decided in Buffalo to confine our relations with IAESC to the liaison of the above board members; in this the committee concurs.

The meeting adjourned about 3 p.m.

Richard T. Deters, S. J.
Chairman

RESEARCH COMMITTEE REPORT

The following is the Report of the Research Committee for the year, 1966-67:

1. D.I.C.E. - The project known as D.I.C.E. (Dissemination of Information for Continuing Educators), which was initiated approximately two years ago apparently does not satisfy the need of top administrative people practicing in the field. It may be that "action-oriented" administrators do not find this to be a viable means of answering problems. Although we have answered approximately ten inquiries to date, these have not been from top-level administrative decision-makers.

It is the recommendation of the Research

Committee that the project be dropped.

2. Faculty-Administration Survey - A survey will be conducted of the AUEC membership along the same lines as the NUEA survey of last year. We have received permission to use the NUEA questionnaire modified to meet our own needs. This has many advantages and, hopefully, the future may see data collecting for both organizations combined, uniform and interchangeable. This survey will be conducted by the Research Committee. You can expect to receive questionnaires sometime after the first of the year. Roy Ingham will be the Survey Director.
3. Questionnaires - The Committee continues to review questionnaires submitted to it before going to the membership. Last year we approved four, revised three, and disapproved one.

Lawrence A. Allen, Chairman
Research Committee
Roy J. Ingham, Member
Charles P. Bruderle, Member
Robert W. Eller, Member
J. Martin O'Hara, Member

SPECIAL PROGRAMS FOR WOMEN

The AUEC Committee on Special Programs for Women decided to survey all AUEC members to discover as far as feasible the number of programs in progress, the nature of the programs and attitudes toward the programs. To accomplish this goal, the committee mailed a questionnaire to 166 AUEC members in the summer of 1967. Ninety-one replies were received and the results tabulated.

The replies show that about one-third of the institutions have some type of continuing education program for mature women. In general such programs were started in the Sixties although New York University reports a Woman's Law Class as early as 1890. Increases in enrollment in special classes for women sometimes are spectacular--as much as 400% in one case.

Offering of special courses seems to be the first step in most programs and usually the courses are credit-free. When special personnel services are available, they concentrate on academic and vocational counseling, testing, and orientation to learning.

Needs of the mature women which are not being met by courses in the usual academic pattern are given as the dominant reason for offering special programs. These needs include more lenient admission policies, more supportive information and better learning situations than are available in many standard academic programs. Only half of the institutions having special offerings believe that they are meeting community needs. Foremost among the comments in this area is that the programs should be larger and more inclusive than they are at present. One institution mentions that "learning readiness is very necessary for many training activities; yet most mature women seem unaware of their lack in this area." Another thinks that the "talent of women is being utilized more effectively as a result" of a program. Still another expresses a desire for "a well staffed counseling service devoted exclusively to women. Not only mature women but all women need guidance on employment opportunities and adequate preparation for holding good jobs."

Many of the programs are supported by women's organizations ranging from alumnae and university clubs, the largest group, to specialized clubs such as those for homemakers and secretaries. The League of Women Voters is mentioned as a very supportive group.

Of the institutions which expect to enlarge their programs, twice as many will enlarge course offerings as contrasted with student services.

Fine arts, literature, international affairs and psychology are top choices in the credit-free area. In the credit area, psychology, sociology and education lead the list.

One of the interesting aspects of the results of the survey is that, of those institutions in which no programs are operative, twenty percent indicate they approve of the idea but have not been able to inaugurate a program. Of these same institutions, twenty-six percent say that their administrators or faculty members beyond the continuing education staff are interested in the program. Reasons for not having programs include lack of resources, not top priority, and unfairness to the male population. One institution has already changed the designation to "Daytime Program" to welcome the occasional male who wishes to participate.

In conclusion, it may be said that the development of special programs for women is still in the experimental stage and that there is some indication that programs originally intended for women may become simply continuing education activities for both men and women extended to daytime hours, both in credit and credit-free fields. Certainly a meaningful percentage of AUEC institutions were interested enough to reply to a questionnaire. For their cooperation, the committee expresses its gratitude.

Mrs. Adelaide H. Jones, Chairman
Mrs. Helen M. Crockett
Mrs. Mary T. Egginton
Dr. R. Jack Freeman

Results of Questionnaire Mailed to AUEC Members
Summer, 1967

1. Do you have an instructional program planned especially for mature women? 28 yes 63 no
2. Is your program on a continuing basis or is it an occasional offering? 23 continuing 5 occasional
3. When was your program initiated? (Year)

<u>Year</u>	<u>No.</u>	<u>Year</u>	<u>No.</u>
1890 Women's Law	1	1963	4
1941 Class	1	1964	6
1951	1	1965	3
1958	1	1966	5
1959	1	1967	1
1961	3	Date Unknown	1

4. What percent has enrollment increased since the beginning?

<u>Percent in Credit Courses</u>	<u>Percent in Credit-Free Course</u>
10%	1
20%	1
32%	1
33%	1
200%	2
400%	1
	50%
	100%
	200%
	300%

5. Does your program include special courses (as opposed to special personnel services) for mature women? 26 yes 2 no

If yes, are these courses arranged for mature women only? 21 yes

Or are courses open to others, either adult male students or college age students? 7 yes; Are they credit courses? 4 yes; Or credit-free courses? 15 yes; Or both? 5 yes

6. Do you offer special personnel services for mature women? 30 yes; 50 no

If yes, what kinds of services?

<u>22</u>	testing
<u>18</u>	orientation to learning
<u>16</u>	job placement
<u>3</u>	child care
<u>8</u>	student extra curricular
<u>32</u>	academic counseling
<u>24</u>	vocational counseling
<u>20</u>	personnel counseling

7. Why do you offer the above services or courses exclusively for mature women?

<u>10</u>	special needs require special programming
<u>6</u>	other
<u>12</u>	no comment

8. Is your program a cooperative one for your area?
13 yes; 14 no; 1 no answer
 If yes, does it involve other educational institutions? 6 yes; Or community agencies? 8 yes

9. Do you believe your program is filling the community needs you recognize? 14 yes 12 no
2 no answer

10. What women's groups in the community have been most helpful in planning and/or supporting your program?

16 Alumnae Clubs and AAUW
4 Hospitals, health and county agencies
8 Church women, PTA, YWCA, Homemakers groups
7 Women's Business and Professional Groups
6 League of Women's Voters
6 Others

11. Do you plan to modify your present program in the near future? 15 yes no no 3 no answer

12. What subject areas do you find appealing to mature women?

Credit	Non-Credit	
<u>2</u>	<u>18</u>	fine arts
<u>4</u>	<u>12</u>	literature
<u>1</u>	<u>9</u>	international affairs
<u>1</u>	<u>4</u>	foreign language
<u>1</u>	<u>7</u>	philosophy
<u>10</u>	<u>9</u>	psychology
<u>1</u>	<u>1</u>	science
<u>3</u>	<u>0</u>	economics
<u>9</u>	<u>5</u>	sociology
<u>10</u>	<u>2</u>	education
<u>1</u>	<u>1</u>	anthropology
<u>1</u>	<u>0</u>	secretary training
<u>0</u>	<u>1</u>	theatre and drama
<u>0</u>	<u>2</u>	human relations
<u>0</u>	<u>1</u>	home economics
<u>0</u>	<u>1</u>	personal finance
<u>0</u>	<u>1</u>	law
<u>0</u>	<u>1</u>	career counseling

13. Please give your evaluations of the importance in continuing education of a program planned especially for mature women. Explain your position either for or against such programs.

Evaluations of institutions who have programs for women

<u>6</u>	very important
<u>12</u>	desirable
<u>3</u>	unnecessary
<u>7</u>	no comment

Evaluations of institutions who do not have programs planned for women

<u>13</u>	approve
<u>13</u>	ambivalent
<u>18</u>	disapprove
<u>6</u>	other
<u>13</u>	no comment

14. Please comment on the attitude of top administrators and/or faculty of your institution (beyond personnel in continuing education) on programs especially for women.

Comments of institutions who have programs for women

<u>9</u>	enthusiastic
<u>7</u>	generally favorable
<u>4</u>	tolerant
<u>3</u>	reluctant
<u>5</u>	no comment

Comments of institutions who do not have programs planned for women

<u>17</u>	interested
<u>12</u>	indifferent
<u>12</u>	opposed now
<u>7</u>	no information
<u>15</u>	no comment

REPORT OF THE LEGISLATIVE COMMITTEE

To: The Honorable Members of the
United States Senate Committee on Education and
Public Welfare
United States House Committee on Education and
Labor

PROPOSED AMENDMENTS TO TITLE IV, HIGHER EDUCATION ACT OF 1965

I. THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES

AUEC was organized in 1939 and now consists of 154 member institutions of higher learning distributed over 36 states and Canada. In addition, AUEC includes 153 associate and contributing members who are deans, directors and administrative officers of evening colleges and universities.

The main concern of AUEC is the advancement of collegiate evening education of adults in degree-granting curricula. AUEC deems this objective as a basic function and responsibility of institutions of higher learning.

AUEC promotes high standards for professional excellence; stimulates faculty leadership in constructive support of evening college objectives; sponsors research on evening college problems; and cooperates with other groups and organizations in the achievement of these goals.

II. UNIVERSITY EVENING COLLEGES

Approximately one-third of college enrollments in curricula leading to the baccalaureate degree consists of part-time students in evening colleges. This type of evening education at the college level is a phenomenon unique to the United States.

According to reports of the United States Office of Education, there were 5.56 million students enrolled in degree-credit curricula in the fall of 1965. Of these, 3.93 million were on full-time and 1.63 million on part-time attendance. (OE-54003-65, Circular #796)

Evening colleges are an essential part of the system of higher education in the United States. Designed primarily for adults employed during the day, who seek to continue their education at night, the university evening colleges have gradually expanded their facilities to meet the needs of a heterogeneous student body. In addition to offering complete programs of evening instruction in a variety of curricula leading to associate, baccalaureate, and graduate degrees, many of these schools conduct forums, institutes, short courses, and non-credit programs at all hours in response to the demands of a serious and mature citizenry. By serving the requirements of adult students who wish to resume or continue their studies, the evening colleges are making an invaluable contribution to contemporary American culture while, at the same time, widening the scope and enhancing the intellectual mission of the universities of which they are a part.

The twentieth century is best characterized as an age of change. Not only is there constant obsolescence of machines and methods, but there is constant obsolescence in the learning of men. Man's knowledge is increasing at an unprecedented rate. Technological advancements and change in almost every field of endeavor necessitate widening of horizons for people already employed. The lengthening life span reflects a steadily rising percentage of the population in the age group of twenty one and over. Labor saving devices and automation continue to shorten the work day and week. Increasing emphasis is being placed on the cultural aspects of society. All of these factors favor a limitless pursuit of learning--a privilege not possible for previous generations.

In recognizing the importance of the need for opportunities for part-time study, the Association of

University Evening Colleges dedicates itself to the encouragement and support of high quality degree programs for adults among its member institutions of higher learning.

III. PROPOSED AMENDMENTS TO TITLE IV

Title IV of the Higher Education Act of 1965 provides for student financial assistance in three forms. First, it establishes "educational opportunity grants" to institutions to enable them to provide undergraduate scholarships to "qualified high school graduates of exceptional financial need, who for lack of financial means of their own or their families" would be unable to obtain the benefits of higher education without scholarship aid. Second, it establishes a low-interest insured loan program designed to absorb interest costs during the period of study and to pay a portion of the interest thereafter on insured loans made to qualified students. Third, it provides for work-study programs. Grants, loans, and jobs are the triad of Title IV.

A. Scholarship Grants

Scholarship grants, which are limited to full-time students, may not be less than \$200 a year or more than \$800 a year or one-half the amount received by the student from all other scholarships (public or private) whichever is lower. Thus the institution must in effect equally match the federal "educational opportunity grant."

B. Insured Loans

While scholarship grants are available only to full-time students in good standing, insured loans, on the other hand, are available to students who are "carrying at least one-half of the normal full-time workload as determined by the institution." Part-time students enrolled in evening colleges thus do not qualify for scholarship aid even though they may be low-income wage earners or come from low-income families. But, significantly, part-time students are eligible to mortgage their futures under the insured

loan program by borrowing. Why the discriminatory treatment of part-time students?

C. Work-Study Programs

While the purpose is "to stimulate and promote the part-time employment of student, particularly students from low-income families," it significantly limits work-study programs to full-time students. This limitation, too, is discriminatory because worthy and otherwise eligible part-time students are disqualified from admission to a college work-study program.

D. Matching on Work-Study Programs

Until June 30, 1967, the institution was required to contribute 10% of the total fund for the work-study program, the remaining 90% being contributed by the federal government. Thereafter, the matching ratio will be 25% - 75%. No overhead is allowed to the institution in the federal grant for work-study programs unless the work is of a community action type under Title II of the Economic Opportunity Act. In that case, 5% overhead is allowed. The Higher Education Act of 1965 made no changes in these matching requirements. The 25% matching provision is prohibitive for many institutions and the 10% matching should be maintained.

Proposal

The discriminatory features of Title IV should be eliminated and opportunities for scholarships and work-study participation should be accorded to part-time students on a reasonably proportionate formula basis.

Specifically, AUEC respectfully requests that Title IV be amended in the following respects:

1. Recognition of eligibility of part-time students under Title IV for educational opportunity grants and work-study programs on an equitable formula basis reasonably related to full-time attendance.

2. A uniform definition of full-time students (12 or more credits), and part-time students (less than 12 credits but at least 6 credits). The determination of full-time attendance should also be as defined by the institution, if higher than that stated.

3. Freezing of the 10% institutional contribution in college work-study programs and repeal of the 25% - 75% escalation.

4. Recognition of tuition-free institutions, on a reasonable formula basis, with respect to institutional matching for educational opportunity grants. The problem arises out of an administrative ruling, a copy of which is attached, denying such recognition by the use of the word "arbitrary." In our judgment, the administrative ruling is contrary to law and the statute should be amended to abrogate the ruling.

5. In addition, earnings from work-study programs to the extent of the institutional share should be included as institutional matching for educational opportunity grants.

6. Adequacy of appropriations for all three Title IV programs.

The Evidence of Need

Summarized below are pertinent statements in writing received by the Legislative Committee of AUEC concerning the proposed amendments to Title IV of the Higher Education Act. Copies of these letters will be furnished upon request.

The summary below contains appropriate excerpts from all the replies received to the questionnaire of the Legislative Committee of AUEC without regard to the position taken. It is evident that the majority are opposed to the present discrimination under Title IV against part-time students.

Dean Clemo of Adelphi University, Garden City, New York, writes in part:

"I would anticipate no trouble at all on the 10% matching should we ever have need to do so but I would anticipate considerable trouble on the 25% matching.

On the other hand, I could not agree more that evening students (or, rather, part-time students) should not be discriminated against in the receipt of scholarship grants and I would strongly urge a revision in this law."

Director Southouse of the University of Bridgeport, Bridgeport, Connecticut, writes in part:

"In regard to institutional matching problems, I would simply say that the problem is that this institution could not afford to match any grant from the government on a 25-75 per cent basis. The desirability of the suggested amendments certainly should be clear to any legislative committee."

Dean Bushey of the University of Chattanooga, Chattanooga, Tennessee, writes in part:

"The increase in the matching funds to be provided by the University for the work-study program will work some hardship on us since we have a private institution and work on a close budget.

Of course, I favor legislation to remove discriminatory practices related to part-time students. As we realize, far too few legislators realize the importance of continuing education for adults and the need to make proper provisions for this segment of higher education."

Coordinator Farmer of the City College of the City University of New York, writes in part:

"I have found that many of our evening part-time students who come from the poverty areas of the City could eke out a more acceptable

standard of living if they were given the opportunity of participating in the Work-Study program. The margin between existence and subsistence is sometimes a very narrow one. . . .

You have my unqualified support as suggested amendments are long overdue and should provide a standard principle for the benefit of part-time students which should appear in all legislation affecting higher education."

Dean Harpel of the University of Colorado, Denver, Colorado, writes in part:

"The question seems to be why the student is attending part-time. Often he is married with family obligations and simply cannot afford to be a full-time student. If, however, it is at all possible with the help of all university resources to bring the student to a full-time status, every effort is made at the University of Colorado to do so. The University of Colorado has attempted to use institutional funds for tuition grants to meet the need of the student who finds it impossible to attend full-time. . . .

The real value of federal aid to the part-time student would seem to be to lighten his work load by providing a work-study position and supplementing it with grant or loan funds to make up for the loss in earnings. I would strongly support the inclusion of part-time students in the Educational Opportunity Grant and Work-Study Programs."

Director Sonneborn of the University of Detroit, Detroit, Michigan, writes in part:

"It is suggested that financial aid fulfill only educational costs rather than attempt to satisfy overall financial need as in the case of a full-time student. As an example,

a part-time student who is a part-time worker would be a charity case as far as financial assistance is concerned, with no real progress toward the obtainment of a degree because of a light academic load.

Matching would not be a problem, except that available University funds would be called upon to a much greater degree to provide a match."

Dean Gwiazda of the Drexel Institute of Technology, Philadelphia, Pennsylvania, writes in part:

"If educational opportunity grants were made available to evening college students, the Institute monies now available could be used for matching federal funds, thus doubling the monies available to students. I am certain this would benefit those who find the present \$150 grant-in-aid hardly sufficient to dent their financial burden. In view of rising costs, tuitions, and fees, and no increase in private funds for scholarships and grants-in-aid, federal funds are sorely needed to encourage the qualified part-time student to continue his education. If the availability of these funds were made known in the underprivileged urban areas, more qualified individuals could be attracted to continue their education from among those who are convinced they cannot afford the high tuition costs of an evening college."

Director Jones of Drury College, Springfield, Missouri, writes in part:

"The cases we have found where adult students need help financially have been concerned largely with women who were employed part time or not at all and yet had a strong motivation for completing college. I have in mind two cases of divorced women who were faced with supporting a family and

who felt they could do so if they could get enough financial help to complete an already started college course. In both the cases I have in mind, the adult student already had two years or more of college work. In both of these cases the mother could not hold a full-time job, care for her family and make progress toward a degree without some financial assistance. In the case of the adult male student, quite often the employer is helping with his tuition and we have not found the need to be so great.

We would have some problems with institutional matching funds but we could meet them in a limited way. I believe as far as our demand is concerned we could meet matching funds without too great difficulty but we have no college funds in loans or in scholarships which are available to the part-time students. However, we believe that we could set up a fund which would match federal money.

We have no interest in work-study programs for adults because our college is small and we do not have an unlimited number of needs and, too, most of the people who could participate in a work-study program could also participate in regular employment at regular wages."

Director Mackensen of Fairleigh Dickinson University, Rutherford, New Jersey, writes in part:

"Work-study programs would be of no assistance to a part-time student fully employed during the day since hourly wage rates are higher in the local labor market. Educational Opportunity Grants would be effective for extreme hardship cases involving direct contribution of the student's earnings for family support. This type of case has occurred once or twice in the past year.

Recently, a high school senior was accepted to the Evening Division of Fairleigh Dickinson University. The student's guidance counselor requested information as to availability of financial aid for this student. The boy qualifies financially to receive an Educational Opportunity Grant - his family exists on welfare.

Prospective students such as this could benefit greatly from the Educational Opportunity Grant if such awards were available to part-time students."

Dean Robinson of Hunter College in the Bronx of the City University of New York, New York, writes in part:

"It would seem most desirable to make it possible for deserving students - who are likely to earn a degree - to be given financial aid."

Director McGuff of Indiana Central College, Indianapolis, Indiana, writes in part:

"Possibly because of the nature of our institution - we are a private school located in a community with full and active competition to state universities - we have not experienced the problem of indicating a need for educational opportunity grants or work-study programs. Our students are employed, and more than one-third of them are receiving financial reimbursement from their employers. The average age of our students is thirty-one years. I do not believe that our experiences are typical of many of the other evening or extension programs."

Financial Aid Officer Ballentine of John Carroll University, Cleveland, Ohio, writes in part:

"The biggest problem in this area is the allocation of funds for six month periods. The demand for work-study has increased for

"on-campus" employment. I find it very difficult to work in a six month allotment because we have to consider financial aid for a whole year. In order to take care of the student demand, deficit spending of "OWS" Funds may result. The matching requirement should stay at 90% - 10% proportions, inasmuch as "on-campus" employment costs the school administrative expenses which are not reimbursed. The 75% - 25% ratio is not satisfactory."

Dean Mumma of the Johns Hopkins University, Baltimore, Maryland, writes in part:

"Our cumulative enrollment during the academic year is approximately seventy-five hundred students. Virtually all of these adults are employed during the day and are taking a part-time program during the evening hours. A large percentage receive financial assistance in paying their tuition from their employers. Perhaps a thousand others are receiving support from the Federal Government because they are either on active duty or are veterans.

We have a few scholarships, not many really, and these are advertised in our catalogue and in the metropolitan newspapers. However, we receive very few applications for these scholarships and every year we have scholarship money which is not used."

Director Hill of the University of Minnesota, Minneapolis, Minnesota, writes in part:

"The financial problems of evening class students are something of which we have been aware for some time. Fortunately, many large industrial and business firms in the Twin Cities off-set tuition costs for their employees. But there are many students in the Twin City area who are not employed by continuing-education-minded companies.

Many of our students are sincerely interested in bettering themselves, but are handicapped by lack of financial resources. For example, a young lady who works in a downtown office may be paid less than \$250 per month. Since she is self supporting, she usually finds that after having taken care of her basic needs - food, housing, clothing and transportation - she will have little money left for education. . . .

Unfortunately, Title II regulations require that an institution provide matching funds. This clause of the Act would create financial problems for the Department of Evening Classes since the cost of instructors, administration and supplies must be off-set by student tuition. The 10% provision of 1967 was not at the point of being prohibitive, but the 25% provision would make it virtually impossible for the Department of Evening Classes to assist students under Title II of the Economic Opportunity Act.

For the above reason, I strongly advocate that the Higher Education Act of 1965, Title IV, be amended to give consideration to the part-time student. Further, I believe it necessary for our type of self-sustaining operation the our contribution to the program be reduced to less than 10% and preferably reduced to the point at which we make no contributions whatsoever."

Dean Pliska of Old Dominion College, Norfolk, Virginia, writes in part:

"Evening College students may borrow from local banks, but this year because of the tight money situation and low interest rates, loans were not that easily available. Some persons are likely to consider a person who cannot pay a tuition fee of \$42.00 (three credits) or \$84.00 as a poor risk.

Because the College has no scholarship fund for part-time students the Evening College Honors Society is establishing such a fund to be available during the coming academic year."

Secretary Waldman of Pace College, New York, New York, writes in part:

"Our Scholarship and Financial Aid Officer tells me that not a single inquiry has been received from part-time students. Both of us feel that perhaps students working in the downtown lower Manhattan area would not qualify for either program because of their level of income.

We would anticipate no problems with matching funds since we have a substantial amount budgeted each year as Trustee Tuition Grants."

Director Barden of the Philadelphia College of Textiles and Science, Philadelphia, Pennsylvania, writes in part:

"It appears the amendments are desirable if we are to carry the almost forgotten cause of part-time evening students to the national powers in higher education."

Dean Hostetter of the Polytechnic Institute of Brooklyn, New York, writes in part:

"Personally, I fail to see the need for this type of aid for these students since if we prorate the E.O.G. aid on the basis of proportion of course work taken by the two groups the amount of money available to our part-time students would be minimal and in addition we lack matching funds. Likewise a student carrying a full-time job and a part-time academic load with us has no time available to devote to work on a work-study program."

Dean Pease of the Rochester Institute of Technology in Rochester, New York, writes in part:

"We would have very great institutional matching problems at the present time. We are moving into a \$53 million campus which has us "in hock" for something over \$40 million and the next year or two our budgets are going to be exceedingly tight. Because of the attitude of Rochester employers in granting tuition reimbursement, and I might add that this is rapidly moving to 100 percent without any maximum in a given year, and as the men who are responsible for these policies in their companies are also members of our Board of Trustees it is just not compatible on the one hand to be pushing them to increase their contribution to the student's tuition through reimbursement and on the other hand asking them to approve a policy in which their taxes are going to be raised to pay the interest on a deferred loan.

I think you can gather from this that the opinion at the Institute is that we might much better spend our time selling employers on the idea of reimbursement of tuition for their employees than worrying about getting governmental loans."

Director Rigney of Saint Joseph's College, Philadelphia, Pennsylvania, writes in part:

"In the last year and a half we have successfully conducted a college work study program with a grant of funds under Title IV of the Higher Education Act of 1965. As required by the statute, the participating institution contributed 10% of the total amount paid to the students participating in the work-study program.

For the fiscal year 1967-68, the statute requires the institution to contribute 25%. This requirement will seriously jeopardize the continuation of the program. . .

The Economical Act was primarily to help the students from low income families...but aside from the Work Study program, little or no help has yet been given to low income families.

This writer has interviewed many parents from low income families, and most stated that it was all they could afford to send their children to high school; after that, the children would have to get a job to help the financial condition of the family.

If the work study program is stopped or even curtailed, in many colleges fewer students will be able to be helped and not be able to continue their higher education. A low income family must sacrifice an awful lot in loss of income that a high school graduate could supply by getting a job and contributing financial help.

May I urgently request that you propose or support a bill to freeze the institutional matching at the 10% level for the 1967-68 fiscal year. To do so will be in the public interest.

Dean Barrows of Saint Peter's College, Jersey City, New Jersey, writes in part:

"The greater number of requests for the work-study program came from students with part-time jobs. These, of course, we have been unable to favor because of the priority given to full-time students.

With regard to matching, we have difficulty now, under the 10 percent provision, in meeting the demands of full-time students. It is hardly likely that the situation will improve under the 25 percent provision.

I am in favor of the suggested amendments, that the discriminatory features of Title IV should be eliminated and opportunities for

scholarships and work-study participation should be accorded to part-time students on a reasonably proportionate formula basis."

Dean Hadley of the University of Southern California, Los Angeles, California, writes in part:

"While we sympathize with the objective of your legislative committee, I am afraid that evidence from this University would not be helpful. We have received no application to date from students employed outside the University full-time to engage in work-study programs to finance evening courses. Our experience, I am informed, is that students who are employed full-time are able to finance a course or two if they wish to attend this University. If they do apply for NDEA loans, which are now available to them, they usually fail to qualify on the basis of need."

Dean Arnold of the University of Tennessee, Knoxville, Tennessee, writes:

"As of the present, we do not have experiences to relate. Our fees are low, and our needs for such grants and/or work-study programs are not critical.

Our institution would match the funds as a matter of course.

While our problem is not critical now, increasing costs and additional educational requirements will make this program most desirable."

Dr. Palmer of Texas Christian University, Fort Worth, Texas, writes in part:

"Under the existing circumstances we have approximately ten students applying each semester for financial assistance. Where they meet the requirements they are given assistance. If Title IV for the higher

education act for 1965 were amended to cover the part-time students we feel sure that it would help some individuals but we cannot identify them as to number. We do feel that this discriminatory limitation should be eliminated in any event.

We believe that it would be possible to meet the matching requirements here because we do not anticipate a large volume and believe that it could be handled in the overall picture. We can see how this might be more of a problem at other institutions."

Dean Bruderle of Villanova University, Villanova, Pennsylvania, writes in part:

"Although we have made no study of the problem and no specific cases of need for Educational Opportunity Grants and/or work-study programs, we are sure the need exists and certainly endorse the proposed amendments. There might be some problems regarding institutional matching, especially if it were 25%. For us, a private, Church-related institution, even 10% might be difficult."

Dean Floyd of Western New England College, Springfield, Massachusetts, writes in part:

"We are a small college with limited institutional financial resources and of course the 75% - 25% matching formula is more of a strain on us than the 90% - 10% now required. As indicated in the answer to the first question above, this is not related to the Evening Division in our current experience, but to the full-time students in the Day Division."

Coordinator Luton of Western Reserve University, Cleveland, Ohio, writes in part.

"We strongly favor the extension of all feasible financial aid opportunities under

Title IV of the Higher Education Act to part-time students, and we heartily commend you for your efforts in their behalf. At Cleveland College of Western Reserve University we have a part-time enrollment of 1,306 students certainly need and deserve financial help but are unable to qualify because they find it impossible to attend college full time because of the press of other responsibilities.

It is certainly relevant that during the current academic year (1966-67) we have managed to find some kind of financial aid (scholarships, grants, or loans) for 26 part-time as well as 21 full-time students. Of the 26 part-time people, 13, or exactly one half, took course work amounting to nine credit hours, and eight students took six credit hours. The remaining five students registered for 2, 3, 7, 10, and 11 academic hours. There is doubt that if funds were more readily available for part-time students, many more would apply for and utilize financial aid to hasten and ensure attainment of their academic goals. . . .

At present, for many adults there is no way to make a realistic combination of part-time work and part-time education where both are in sufficient quantity to be significant. This is the large group that is penalized by the present requirements of Title IV. . . .

In the light of the above, we believe that our need is evident, and that it would be highly desirable to pursue amendments to the effect that the discriminatory features of Title IV should be eliminated and opportunities for scholarships and work-study participation should be accorded to part-time students on a reasonably proportionate formula basis."

Director Pappert of the University of Windsor,
Windsor, Ontario, Canada, writes in part:

"As a point of interest, we do have some students who are required to withdraw from their evening studies because of financial pressure. We regret this very much but at the present time there is no legislation available for their assistance."

Conclusion

It is respectfully submitted that the proposed amendments will eliminate the inequity and discrimination now affecting part-time students and will advance the purposes of the Higher Education Act of 1965.

Therefore, the proposed amendments should be approved and adequate appropriations recommended to carry out the purposes thereof.

It is further respectfully requested that this statement submitted by the Association of University Evening Colleges be made part of the record of the Committee's hearings.

Association of University Evening
Colleges - Ernest E. McMahon,
President

Legislative Committee
Sol Jacobson, Chairman
Martha L. Farmer, Vice-Chairman

April 5, 1967

In reply refer to: 17-OE

Miss Martha L. Farmer
Vice Chairman
Department of Student Life
The City College
New York, New York 10031

Dear Miss Farmer:

I wish to acknowledge your recent correspondence to Dr. Walter J. Gale and to express our apologies for the delay in responding to your inquiry.

The answer to the question raised by your group may be found in part in EOG Administrative Memorandum #2 dated May 19, 1966, a copy of which is enclosed. In addition, a clarifying statement of policy in this matter of what constitutes suitable and acceptable matching funds for Educational Opportunity Grants has been communicated to the Regional Offices by the EOG Program Branch in Washington. This statement is as follows:

"Tuition remission must be a budgeted item of a specified dollar amount that is made available to a selected number of students applying for student financial aid and granted by a reviewing body that makes its awards on the basis of scholarships, financial need, or special privileges. In the case of institutions supported wholly or in part by tax revenues, a percentage of this support cannot arbitrarily be considered 'tuition remission.'"

While we all appreciate the concerns you have expressed about possible undue hardship on the part of any particular socio-economic group, we find nothing in the present legislation which would authorize a more flexible interpretation than that stated above. Obviously I am not in a position to debate the merits of this legislation, nor do I believe your inquiry was intended for that purpose.

We certainly appreciate your interest in this matter and wish to bring to your attention the present Congressional sub-committee deliberations on H.R. 6232. If we may provide you with further interpretation of this legislation, please do not hesitate to contact us.

Sincerely yours,

Richard L. Solomon
Program Officer
Student Financial Aid
Bureau of Higher
Education

cc: Dr. S. Jacobson
Chairman, Legislative Committee AUEC

ASSOCIATION OF UNIVERSITY EVENING COLLEGES
PROPOSED BUDGET 1967-1968

Estimated Income

Institutional members 180 @ 75.00	\$ 13,500	-
Personal members 50 @ 10.00	500	
Associate members 100 @ 15.00	1,500	
Interest on building and loan	500	
Miscellaneous	300	
From reserves to balance budget for non-recurring expenses	125	
	\$ 16,425	

Expenses

Publications:		
<u>Proceedings</u>	700	
<u>Newsletter</u>	3,000	
Printing, roster, etc.	950	
Office	100	
Postage	425	
Travel	1,750	
Secretarial	4,750	
Leadership Conference	1,500	
Committee Expenses	500	
Convention	125	
Dues	375	
Joint AUEC/NUEA Committee	350	
Executive Secretary	1,100	
Audit and Bond	100	
Contingency	700	
	\$ 16,425	

Donald Woods, Chairman
John Blake
Raymond Heatwole
James Young

GUIDELINES FOR EXCELLENCE IN NON-CREDIT PROGRAMMING

Non-degree courses and programs have expanded and proliferated in universities. The organization of these programs has grown beyond extension and the evening colleges. It is, therefore, particularly important at this time to establish broad guidelines.

1. Definition

Non-credit programs include all courses given without a degree or credit goal, as well as conferences, institutes, seminars and other types of non-course activities of an educational intent at all levels of complexity. Excluded from the definition are a range of club and convention activities, essentially social or business in character, that do not have a primary educational goal. These may serve the public and community relations policies of an institution but are not to be included in the non-credit category.

11. Policy

Non-credit programs offer the possibility of imaginative invention in the development of new subject matter and in new approaches to traditional disciplines. The non-credit enterprise can be the "growing edge" of the university. Non-credit programs can be tried out and later translated into activities as part of the regular credit establishment.

A non-credit arm of an institution offers the opportunity to experiment with new methods, new curricula, new audiences, new methods of evaluation, and new subject matter. For example, significant post-professional, post-doctoral programs in continuing education are becoming common in U. S. and Canadian universities alike. Other growth areas include para-professional or sub-professional training programs, the development of new programs in cultural fields-- in the arts, humanities, and sciences--and, direct instruction under university auspices of the

educationally and culturally disadvantaged. This last requires self-searching questions about the propriety of such activity for a university school, unless justified on grounds of research and experimentation to be translated as soon as possible into programs on the non-university level.

Non-credit programs should conform to the concept of "university-level" instruction. But that concept should not be interpreted narrowly to mean only a course of study that has earned departmental endorsement over the years. University adult educators should have opportunities to develop lines of programming appropriate to the purposes of their own institutions.

III. Organization and Administration

The function of the evening college administrator is to help bring the university and the community together in ways which are consistent with the purposes of universities and with the special missions of his own university, as well as to be responsive to the needs of individual adults and the community in general. He should seek to harmonize these elements and mediate among them.

University faculty should be invited to take advantage of the open character of non-credit courses to develop new subject matter and methods. The program should draw primarily upon faculty of the university but upon the resources of the community as well. Many urban communities have intellectual strength which is not located in the faculties of their universities.

Informal and even formal consultation among institutions in close proximity is recommended to avoid wasteful duplication of effort. Equally, care should be taken by all institutions to avoid duplication of work undertaken at other levels of adult education. Each evening college undertaking a non-degree curriculum will be guided by the institutional philosophy of its parent institution.

The evening college, to the extent consistent with overall institutional policy, should exercise responsibility for and have authority over non-credit programs. Decisions about choice of

programs, of faculty and students, should be made by the administration of the non-credit program.

The administration should respond to community agencies and groups which seek assistance in educational programs. Cooperating groups should be involved in planning and, where appropriate, in teaching. The university, however, must reserve the right and authority to maintain standards of instruction and institutional identity.

IV. Instruction

Instructors should be drawn, whenever possible, from the regular university faculty, supplemented when appropriate and necessary by the resources of the community. Judgments about the substantive qualifications of part-time faculty should be invited from appropriate members of the regular faculty. Appointment of all instructors should be made by the appropriate officer of the university upon the authoritative recommendation of the director of the non-credit program. Instructors should have special orientation and/or training about adult students and the nature of the continuing education enterprise.

Non-credit programs should be planned specifically for adults, with broad understandings by the planners of the nature of the adult learner. Courses should not be copied from degree curricula nor should they be taught as if adults were undergraduate students--or graduate students. Methods techniques and resources should be appropriate for adults.

Evaluation of student performance should take into account the nature of instruction and the type of audience. Guidance and counseling must take into account the characteristics of the adult learner as distinguished from the undergraduate or graduate student. Where grades are given or other record of performance kept, they should be based upon as careful an observation of students as would be made in credit instruction. Records of enrollment should be kept of all students who are subject to grading.

V. Finance

The financial support of the non-credit programs must be varied. Appropriately, some activities should be self-supporting while others should be supported from Federal funds and other public funds, and university funds. The non-credit program should not be regarded by a university administration as a source of support for other activities.

TWO-YEAR COLLEGE COMMITTEE REPORT November 1967

The newly formed two-year college committee of AUEC has decided that during our first year of existence it would be wise to establish a list of areas of concerns in continuing education that are common to two-year colleges.

We are preparing a questionnaire for mailing, listing some of these areas which have been identified at meetings and in recent literature on continuing education.

We are asking that these concerns be numbered according to the degree of importance as determined by the Deans and Directors.

As soon as we have identified the most common concerns, we will ask experienced individuals to prepare a paper on a topic and would like to reproduce these papers and mail them to all members of AUEC.

At the next AUEC Convention we would like to schedule a meeting of the two-year college Deans and Directors for a round table discussion using the results of the committee questionnaire as a focal point.

Some of the problems to be included on the

questionnaire are:

What is continuing education?
What is special education?
What is adult education?
What is community service education?
Who is a part-time students?
Recruiting part-time faculty
Part-time pay rate
Administrative organization of two-year evening colleges
Budget for evening colleges
Federal programs for evening colleges
Student associations for evening colleges
The one college concept - is it possible?
Instruction for adults
Are the day college text books adequate for evening classes?
Research in evening divisions of the two-year college
The high school adult program versus the two-year college non-credit program
Counseling services for evening students
Social activities for evening students
What should a college fee provide for evening students? (If we charge one)
Should administrators working evenings be paid a higher salary than the 9-to-5 boys?
"Who's minding the store" when the president and the large day staff leave the campus? Is he paid for this responsibility?
The evening transfer student
We would appreciate additional suggestions.

Darrell D. Hilliker
Suffolk County Community College
533 College Road
Selden, New York 11784

Robert E. Moseley
Dutchess Community College
Pendell Road
Poughkeepsie, New York 12601

Robert R. Gwydir
Nassau Community College
Stewart Avenue
Garden City, New York 11530

REPORT OF THE JOINT AUEC-NUEA COMMITTEE
ON MINIMUM DATA AND DEFINITIONS

1966-67

During the year, the Joint Committee activities included the following:

- 1 -- The Committee published its regular annual report on Programs and Registrations, for the period ending June 30, 1966. Registrations totaled 5,077,776 which included 4,926,067 registrations in 182,249 programs (classes, conferences, discussion groups) and 151,709 correspondence registrations.
- 2 -- In view of the wide interest that developed in the Committee's three-year summary of program and registration data with its attendant projection of the future trends (published after the end of the 1962-63 year), the Committee is currently undertaking a six-year summary through the year 1965-66, which will cover all data collected and reported since the inception of the project. The greater body of material now available, together with the improvement in efficiency of reporting methods, should strengthen the validity of projections.
- 3 -- The Committee continues its liaison relationship with the U. S. Office of Education's National Center for Educational Statistics, serving in a consulting capacity in this agency's development of a national survey on higher adult education. The latest previous USOE survey of this nature was conducted in 1957; the projected, urgently needed, new survey is scheduled for completion during 1967. In connection with this project, the Chairman of the Joint Committee recently met in Washington with the staff of the National Center for Educational Statistics; in addition, all

Committee members conferred with representatives of this agency during the March, 1967, CSLEA Conference in Boston, and again during the April, 1967, NUEA Annual Conference at the University of Michigan in Ann Arbor.

- 4 -- The Committee continues to work with the American Association of Collegiate Registrars and Admissions Officers in the preparation of a revised Handbook of Data and Definitions in Higher Education with the Committee's specific assignment that of development and/or clarification of terminology related to higher adult education. The revised handbook will be published by the U. S. Office of Education, with publication date scheduled for 1967.

Frank Neuffer
University of Cincinnati
Representing AUEC
Howell McGee
University of Oklahoma
Representing AUEC
Gayle Childs
University of Nebraska
Representing NUEA
Phillip E. Frandson, Chairman
University of California Extension
Los Angeles
Representing NUEA

REPORT OF THE MEMBERSHIP PROMOTIONAL COMMITTEE 1967

First things first: This committee wishes to express its gratitude to the twelve regional chairmen who really did the work of membership promotion. The committee devised the plan, but the regional chairmen put it into effect. The substantial increase in membership is due to their efforts and hard work.

In addition to the present regional chairmen who will be recognized at this annual convention you should be aware of the contribution of Stan Gwiazda of Region 4, and Al Varnado of Region 7. These two gentlemen are immediate past chairmen of their regions and did outstanding work in the promotion of membership.

This committee would be remiss if it did not recognize others for their contributions to membership promotion. The Membership Committee has acted most promptly on applications. A number of members of AUEC should be thanked for serving on visitation committees. Gurth Abercrombie is certainly to be thanked for sending the NEWSLETTER to the mountainous list of prospects which has been forwarded to his office by the regional chairmen and others. We would also like to express gratitude to Howell McGee and Ernie McMahon for writing personal letters at the request of regional chairmen to some of their prospects.

The above should let you know that membership promotion is not carried out solely by this committee. It is a combined effort of quite a number of individuals. We thought they should be recognized. This is especially true this year because of the large increase in membership.

Additional emphasis has been placed on membership since last November when the Association voted to admit qualified junior colleges. The regional chairmen had to add these institutions to their list of prospects. This meant more contacts to make; more letters and pamphlets to mail; more invitations to regional meetings and the national convention; and more NEWSLETTERS for Gurth. Two junior colleges (Manatee and Christopher Newport) wrote letters which enumerated the advantages for junior colleges to have membership in AUEC. Three hundred copies of each of these letters were distributed to the regional chairmen for use on the regional level.

This year could be called a year-of-follow-through for the qualified degree granting institutions. A list of these institutions was compiled by the regional

chairmen during our initial effort in 1966. We still do not have all of these institutions in AUEC. It is the hope of this committee that most of these colleges will seek affiliation after being contacted by one of our members.

Membership may not be up in some regions, but at least they know about AUEC. We have been advised that more interest has been created in the Association than ever before. Naturally, we must follow through on this interest to see that it materializes into membership. The philosophy of this committee is "Every accredited institution which offers an evening program and qualifies for membership should be in the Association of University Evening Colleges." We will not be the true representatives of this segment of education until we get close to that.

Some problems have been experienced in Regions 11 and 12. These involve distances in the western section of the country. Region 12 we believe is about to get moving. The problems in Region 11 will be discussed with this committee and the Committee on Regions during this convention. It is hoped that the combined minds of these people will come up with some ideas. The chairman in each of these regions have been working real hard. Membership may not increase this year but they have created interest which should lead to a larger membership in Regions 11 and 12 within the next three or four years.

Ed Banks, Chairman of Region 11, appointed a person in each state to help with membership in that particular state. This should be helpful in the large geographical areas covered by several of our regions. It gets closer to the individuals and their colleges and should give us that personal touch.

The Membership Promotional Committee sent out numerous memos, letters and other communiques during the year. It is hoped that these served as helpful reminders and did not irritate anyone by this continual reference to promote membership in AUEC.

This committee recommended to the executive committee at its meeting in March that the Membership Promotional Committee be dissolved in 1968. We believe the Committee on Regions could carry out this function. Promotion of membership is a regional affair and could be administered most effectively through the Chairman on Regions.

Last year we ended our report by soliciting your help, aid, and ideas. We still do. If you have ideas, suggestions, names of individuals or institutions who should belong to AUEC then please pass these on to your regional chairmen. No one knows the conditions in your region any better than you.

Mr. Melvin E. Fuller, Chairman
Dr. Donald J. Herrman, Member
Mr. William F. Lanier, Member
Mr. Elzberry Waters, Member

PART IV
APPENDICES

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

<u>Year</u>	<u>Place of Meeting</u>	<u>President</u>
1939	New York City	Vincent H. Drufner University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased) Cleveland College
1941	Cleveland	A. Caswell Ellis Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned) University of Georgia
1943	Chicago	George Sparks University of Georgia
1944	Pittsburgh	Norman P. Auburn University of Cincinnati
1945	Philadelphia	Lewis Froman University of Buffalo
1946	New York City	Henry C. Mills University of Rochester
1947	Minneapolis	F. W. Stamm University of Louisville
1948	New Orleans	Rollin B. Posey Northwestern University
1949	Cincinnati	Herbert C. Hunsaker Cleveland College
1950	Denver	Frank R. Neuffer University of Cincinnati

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1951	Detroit	Robert A. Love City College of New York
1952	Atlanta	Cortell K. Holsapple Texas Christian University
1953	St. Louis	Henry J. Wirtenberger, S.J. University of Detroit
1954	Milwaukee	Willis H. Reals Washington University
1955	New Orleans	John P. Dyer Tulane University
1956	New York City	George A. Parkinson University of Wisconsin
1957	Montreal	William H. Conley Marquette University
1958	Louisville	Alexander Charters Syracuse University
1959	Pittsburgh	Richard A. Mumma John Hopkins University
1960	San Francisco	Kenneth W. Riddle Drexel Institute of Technology
1961	Cleveland	Richard A. Matre Loyola University (Chicago)
1962	Miami	Daniel R. Lang Northwestern University
1963	Boston	Richard T. Deters, S.J. Xavier University

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1964	St. Louis	Earnest S. Brandenburg Drury College
1965	Dallas	Ralph C. Kendall University of Toledo
1966	Buffalo	Robert F. Berner State University of New York at Buffalo
1967	New Orleans	Ernest E. McMahon Rutgers University

AUEC COMMITTEE STRUCTURE 1966-67

Advisory

Robert Berner (Buffalo), Chairman
Alexander Charters (Syracuse)
Rev. Richard Deters, S.J. (Xavier)
John Dyer (Tulane)
Daniel Lang (Northwestern)
Richard Mumma (Johns Hopkins)
Frank Neuffer (Cincinnati)

Program

Robert Shaw (Queens), Chairman
Viers Adams (Pittsburgh)
Rev. John Burns, S.J. (Loyola, Baltimore)
Glenn Bushey (Chattanooga)
Melvin Fuller (Roanoke)
Hyman Lichtenstein (Hofstra)
James Quimper (Maryland)
Donald Setterbo (Toledo)

Local Arrangements

Raymond Witte (Loyola), Chairman
Ben Harlow (McNeese State)
John Dyer (Tulane)
Ralph Schmidt (L.S.U.)
Alban Varnado (L.S.U.N.O.)

OTHER COMMITTEES

Dean's Desk

Virgil Alexander (Northern Illinois)

Editor of Proceedings

Marvin Hartig (Evansville)

Budget-Finance

Donald Woods (Minnesota), Chairman
John Blake (Maine)
Raymond Heatwole (Furman)
James Young (Washburn)

Legislative

Sol Jacobson (Brooklyn), Chairman
Martha Farmer (C.C.N.Y.)
Thomas Bryde (Iona)
Richard Clemo (Adelphi)
George Knerr (Pace)
Hyman Lichtenstein (Hofstra)
Heinz Mackensen (Fairleigh Dickinson)
Donald Setterbo (Toledo)
James Tobin (Queens, New York)

Membership

Executive Secretary, Chairman
Executive Committee

Membership Promotion

Melvin Fuller (Roanoke), Chairman
Donald Herrman (William and Mary)
William Kitchin (Christopher Newport)
William Lanier (American University)
Elzberry Waters (George Washington)

Nominating

Robert Berner (Buffalo), Chairman
Kermit Johnson (Mantee Jr. College)
Reuben McDaniel, Jr. (Baldwin-Wallace)
Allan Pflieger (Western Reserve)

Public Relations

Robert Osborne, Chairman
Rev. Charles Crowley, S.J. (Boston College)
Robert Pease (R.I.T.)

Regions

Frank Carroll, Jr. (Delgado College), Chairman
Sherman Kent (Rider), Vice-Chairman
Edwin Banks (Colorado)
Dominic LaRusso (University of Washington)

Relationships With Other Associations

Rev. Richard Deters, S.J. (Xavier), Chairman
Viers Adams (Pittsburgh)
Thomas Emmet (Detroit)
Frank Neuffer (Cincinnati)

James Southouse (Bridgeport)
Clifford Winters (Syracuse)

Research

Lawrence Allen (Kentucky), Chairman
Roy Ingham (Florida State), Vice-Chairman
Charles Bruderle (Villanova)
Robert Eller (George Washington)
J. Martin O'Hara (Thomas More Institute)
Kingsley Wientge (Washington University)

Resolutions

Thomas Dolphin (Clark), Chairman
N. Lee Dunham (Baylor)
Roy Ilowit (C. W. Post)

Special Programs For Women

Adelaide Jones (Drury), Chairman
Helen Crockett (Wichita)
Mary Egginton (Adelphi)
R. Jack Freeman (Mississippi State)

Student Personnel

Peter Meyer (Queens, New York), Chairman
Mary Egginton (Adelphi)
Thomas Emmet (Detroit)
Jerrold Hirsch (N.C.E.)
William Kelly (Louisville)
George Knerr (Pace)
Richard Robbins (Johns Hopkins)
Peter Siegle (C.S.L.E.A.)
Myron Spohrer (Washington University)

Guidelines For Excellence: Business Programs

George Grauel (John Carroll), Chairman
Thomas Bryde (Iona)
Allen Jung (Loyola, Chicago)
Robert MacDonald (Pennsylvania)
Thomas Wynn (DePaul)

Guidelines For Excellence: Engineering

David Mangnall (N.C.E.), Chairman
Stanley Gwiazda (Drexel), Vice-Chairman
Kenneth Burchard (Carnegie Tech)

Carl Elliott (Purdue)
Kenneth Henninger (I.I.T.)
Jacob Hostetter (Brooklyn Poly)
Russell Norton (R.I.T.)
Edward Shanken (Engineers Joint Council)

Guidelines For Excellence: Teacher Education

Edward Cooper (Maryland), Chairman
Virgil Alexander (Northern Illinois)
J. Martin O'Hara (Thomas More Institute)
Richard Robbins (Johns Hopkins)
William Utley (Omaha)

Editor Of Guidelines

Robert Berner (Buffalo)

OFFICERS AND EXECUTIVE COMMITTEE
1967-68

PRESIDENT:

William C. Huffman, University of Louisville

VICE PRESIDENT:

Raymond P. Witte, Loyola University-New Orleans

EXECUTIVE SECRETARY-TREASURER:

Howell W. McGee, University of Oklahoma

CHAIRMAN - ADVISORY COMMITTEE:

Ernest McMahon, Rutgers - The State University

EDITOR - NEWSLETTER:

Gurth I. Abercrombie, Pratt Institute

DIRECTORS-AT-LARGE:

Joseph P. Goddard, University of Tennessee

H. Lichtenstein, Hofstra University

The Rev. Gerald Sugrue, S.J., University of
San Francisco

Clarence H. Thompson, Drake University

AUEC COMMITTEE STRUCTURE 1967-68

Advisory

Ernest E. McMahon (Rutgers), Chairman
Robert F. Berner (S.U.N.Y. at Buffalo)
Alexander N. Charters (Syracuse)
Rev. Richard T. Deters, S.J. (Xavier)
John P. Dyer (Tulane)
Daniel R. Lang (Northwestern)
Richard A. Mumma (Johns Hopkins)
Frank R. Neuffer (Cincinnati)

Editor Of Guidelines

Robert F. Berner (S.U.N.Y. at Buffalo)

Editor Of Proceedings

Gail Nelcamp

External Relations

Richard A. Matre (Loyola), Chairman
Viers W. Adams (Pittsburgh)
H. Lichtenstein (Hofstra)
Frank R. Neuffer (Cincinnati)
Rev. Edward C. Pappert, C.S.B. (Windsor)

Legislative

Sol Jacobson (Brooklyn College), Chairman
Thomas J. Bryde (Iona)
Richard F. Clemo (Adelphi)
Martha L. Farmer (New York), Vice Chairman
Sherman V. N. Kent (Rider)
George F. Knerr (Pace)
Heinz F. MacKensen (Fairleigh Dickinson)
Russell F. W. Smith (New York)
James E. Tobin (Queens College, New York)

Local Arrangements

Rev. Gerald Sugrue, S.J. (San Francisco)

Program

William Utley (Omaha), Chairman
John M. Blake (Maine)
Helen M. Crockett (Wichita State)
Marvin E. Hartig (University of Evansville)
Dominic A. LaRusso (Washington)
Peter Meyer (Queens College)
Rev. Gerald Sugrue, S.J. (San Francisco)

Public Relations

Thomas J. Dolphin (Clark), Chairman
Phileon B. Robinson, Jr. (Brigham Young)
Ralph L. W. Schmidt (Louisiana State)
Edwin H. Spengler (Brooklyn College)
Thomas J. Wynn (De Paul)

Resolutions

G. S. Demarest (Rutgers), Chairman
Dean B. Arnold (Penn Morton College)

Standards And Guidelines

Clifford L. Winters, Jr. (Syracuse)
Virgil W. Alexander (Northern Illinois)
Frank C. Genovese (Babson Institute)
Kenneth V. Henninger (Illinois Institute)
Roy J. Ingham (Florida State)

Student Personnel

Myron A. Spohrer (Washington), Chairman
Eleanor Alsbrook (Louisville)
Richard D. Robbins (Johns Hopkins)

ROSTER OF ATTENDANCE - NEW ORLEANS, 1967

1. Eleanor Alsbrook, University of Louisville
2. Gurth I. Abercrombie, Pratt Institute
3. Viers W. Adams, University of Pittsburgh
4. Virgil Alexander, Northern Illinois University
5. Michael Alin, Syracuse
6. Nathaniel Allyn, College Entrance Examination Board
7. Dean B. Arnold, P. M. C. Colleges
8. Arthur L. Assum, Monroe Community College
9. John Bailey, Northeastern University
10. Clyde Balch, University of Toledo
11. Edwin P. Banks, University of Colorado
12. Lawrence C. Barden, Philadelphia College Textiles and Science
13. Leo Barrows, St. Peter's College
14. William Barton, University of Tennessee
15. Edward Baumann, Villa Madonna College
16. David N. Bean, The University of Tennessee
17. Howard W. Benfield, Drexel Institute of Technology
18. John R. Benoit, University of Maine in Augusta
19. Robert F. Berner, State University of New York at Buffalo
20. Paul R. Betz, St. Joseph's College
21. Roger Beu, University of Toledo
22. Sam Bills, The University of Tennessee
23. Joseph W. Bird, St. Johns University
24. James R. Blackwell, Purdue University, North Central Campus
25. John M. Blake, University of Maine
26. Ed Blanks, Richmond Professional Institute
27. Hayward R. Bond, Cleveland State Community College
28. Lloyd S. Bowen, Denver University
29. Clinton M. Bowen, American International College
30. Richard Bray, The American University
31. George A. Brenner, Nassau Community College
32. Charles Bruderle, Villanova University
33. Thomas J. Bryde, Iona College
34. Fred W. Bryson, Southern Methodist University
35. Charles J. Buckley, University of Scranton
36. Kenneth R. Burchard, Carnegie-Mellon University

37. Frederick M. Burgess, Villanova University
38. Glenn Bushey, University of Chattanooga
39. Frederick Canavan, Fordham University
40. Frank T. Carroll, Delgado College
41. Joseph B. Castronovo, St. Francis College
42. Alexander Charters, Syracuse University
43. Martin Chamberlain, University of California
44. Thomas Chambers, Manhattan College
45. Sarah Ciuffardi, Southern Methodist University
46. Ray W. Clifton, University of Tampa
47. Donald Collins, New York University
48. Cecil E. Combs, University of Rochester
49. Richard Condon, University of Maryland
50. John Conner, Massachusetts Bay Community College
51. Edward F. Cooper, University of Maryland
52. Charles M. Crowley, Boston College
53. Thomas F. Cummings, Syracuse University
54. James B. Davis, Louisiana State University in
New Orleans
55. Ralph Dean, Bryant College
56. Silvo DeCristofaro, Rochester Institute of
Technology
57. Roger DeCrow, Eric Clearinghouse on Adult
Education
58. John DeLaurenti, Elmhurst College
59. Stuart G. Demarest, Rutgers University
60. Richard T. Deters, Xavier University
61. George J. Dillavou, Roosevelt University
62. Cecil L. Dobbins, The University of Akron
63. William Dodge, State University of New York
64. Thomas Dolphin, Clark University
65. John Donohue, The Loop College
66. Francis L. Douglass, Indiana Central College
67. Lee Dunham, Baylor University
68. Bryant Dunlap, University of North Carolina
69. John P. Dyer, Tulane University
70. William Edgett, Northeastern University
71. J. Fredrik Ekstrom, Rutgers, The State University
72. Lynn W. Eley, School of Continuing Education,
Washington University
73. Carl H. Elliott, Purdue University
74. Richard Elton, State University College
75. John Essary, University of Cincinnati
76. Martha Farmer, School of General Studies City
College

77. F. R. Feringer, Western Washington State College
78. Theodore E. Fitzgerald, Temple University
79. Phillip E. Frandson, University of California
80. Carl Frey, Engineers Joint Council
81. Walter Fridinger, University of Maine in Portland
82. Melvin Fuller, Roanoke College
83. Albert M. Fulton, University of Minnesota
84. Frank Funk, Syracuse University
85. Joseph Gallagher, Franklin & Marshall
86. Robert T. Garnett, Memphis State University
87. Donald P. Gavin, John Carroll University
88. Raymond Genick, Wayne State
89. Frank Genovese, Babson Institute
90. T. Stewart Goas, Pennsylvania State University
91. Gordon Godbey, Pennsylvania State
92. Joe Goddard, University of Tennessee
93. Leonard T. Grant, Indiana Central College
94. Melba B. Griffin, College of St. Mary of the
Springs
95. Guy Gross, University of Tennessee
96. A. F. Guidroz, Nicholls State College
97. Stanley J. Gwiazda, Drexel Institute of Technology
98. Louis Hallgring, Hunter College
99. Ben C. Harlow, McNeese State College
100. Marvin E. Hartig, University of Evansville
101. Robert A. Haus, Canisius College
102. Walter H. Hayes, University of Maryland
103. Raymond W. Heatwole, Furman University
104. Harold E. Henninger, University of Georgia
105. Kenneth Henninger, Illinois Institute of
Technology
106. D. J. Herrmann, College of William and Mary
107. Duane Hill, University of Minnesota
108. John Hill, Indiana Central College
109. Carl E. Hiller, Queens College
110. Darrell Hilliker, Suffolk Community College
111. Frank E. Hobson, New York State Education Dept.
112. Sophia U. Hodges, Richmond Professional Institute
113. Joseph T. Holt, University of Evansville
114. Scott Honaker, East Tennessee State University
115. William A. Hoppe, University of South Alabama
116. Jack Hoover, University of Colorado, Denver
117. Jacob Hostetter, Polytechnic Institute of
Brooklyn
118. William Huffman, University of Louisville

119. Curtiss Hungerford, University of Southern California
120. Ralph A. Hyde, University of Tennessee, Memphis
121. Roy Ilowit, Post College of L.I.U.
122. E. S. Indrikson, Rutgers, The State University
123. Roy Ingham, Florida State University
124. Patrick Ippolito, Newark State College
125. Mary Iversen, Syracuse University
126. Patricia Lee Jackson, Hunter College
127. Nola P. Jacobson, Winthrop College
128. Donald H. Janz, The Ohio State University
129. Eugene Johnson, AEA/USA
130. Kermitt K. Johnson, Manatee Junior College
131. Joseph M. Jolda, Worcester Junior College
132. Adelaide Jones, Drury College
133. Ben Jordan, Wayne State
134. Allen Jung, Loyola University
135. James Kelley, Marquette University
136. Sherman Kent, Rider College
137. Nicholas Kish, University of Buffalo
138. Robert L. Klein, Pratt Institute
139. George F. Knerr, Pace College
140. Esther Kronovet, Hofstra University
141. Walter N. Kunz, S.U.N.Y. at Buffalo
142. Daniel Lang, Northwestern University
143. William F. Lanier, The American University
144. Dominic A. LaRusso, University of Washington
145. Hyman Lichtenstein, Hofstra University
146. Sandy Liveright, CSLEA at Boston University
147. Anne Ludlow, University of Rochester
148. Eleanor Ludwig, Syracuse University
149. William Lutes, University of Nebraska
150. William Lyons, College Proficiency Exam Program
151. James R. McBride, Sir George Williams University
152. Fred McCune, East Tennessee State University
153. Howell McGee, University of Oklahoma
154. Dalziel McKelway, Carnegie-Mellon University
155. Ernest McMahon, Rutgers University
156. Paul McWilliams, Robert Morris College
157. Robert MacDonald, University of Pennsylvania
158. Henry Malecki, Loyola University
159. David H. Mangnall, Newark College of Engineering
160. Leo L. Mann, Trenton State College
161. Richard A. Matre, Loyola
162. Peter Meyer, Queens College

163. Lowell Miller, Drury College
164. Mary E. Miller, Southern Methodist
165. Peter K. Mills, Middlesex County College
166. James V. Miracle, Christopher Newport College
167. Emery Mollenhauer, LaSalle College
168. George Montgomery, Drexel Institute of Technology
169. Curtis H. Moore, Rockford Evening College
170. John E. Morris, Mississippi State University
171. Paul C. Morgan, University of Southern Mississippi
172. Eugene V. Moran, The American University
173. Joseph Mulholland, Queens College
174. Richard A. Mumma, Johns Hopkins University
175. Wilbur Mundell, Ohio University
176. Gail Nelcamp, University of Cincinnati
177. Harold Nierenberg, Long Island University
178. Russell Norton, Rochester Institute of Technology
179. Frank R. Nueffer, University of Cincinnati
180. Charles Odewahn, University of Louisville
181. Charles Onion, Towson State College
182. Robert C. Osborne, Prophet Foods Company
183. Maurice O'Sullivan, Sacred Heart University
184. Thomas C. Palmer, Texas Christian University
185. Edward Pappert, University of Windsor
186. Kenneth Patridge, Indiana Central College
187. Donald L. Peets, Sir George Williams University
188. Edward Phoenix, Rutgers University
189. Robert Pitchell, NUEA
190. Stanley R. Pliska, Old Dominion College
191. Stephen Poliacik, New Jersey State Department of
Higher Education
192. Lewis C. Popham, Goshen, New York
193. Lewis C. Popham, III, Orange County Community
College
194. James R. Quimper, University of Maryland
195. Marilyn Quinn, University of San Francisco
196. Robert N. Raptel, Boston University Metropolitan
College
197. George E. Reves, The Citadel
198. S. J. Reardon, Fordham University
199. Richard D. Robbins, The Johns Hopkins University
200. Chester H. Robinson, Hunter College in the Bronx
201. Camille Robinson, Tennessee A & I State University
202. Phileon B. Robinson, Brigham Young University
203. Henry Sammons, University of Tennessee
204. James O. Sampsel, Bloomfield College

205. George A. Schaefer, New Haven College
206. Ethel E. Schmidt, State University of New York
at Buffalo
207. Ralph L. W. Schmidt, Louisiana State University
at Baton Rouge
208. W. E. Schoonover, University of California
Extension
209. Richard Schuchert, John Carroll
210. Robert W. Shaw, Queens College
211. Ernest Schwarcz, Queens College
212. Robert E. Sharer, Michigan State University
213. Henry A. Shields, St. Peter's College
214. George Sisko, Newark State College
215. Everett Smith, University of Tennessee
216. G. Ralph Smith, Loyola
217. Lee Smith, Syracuse University
218. James Southouse, University of Bridgeport
219. J. Russell Snyder, Frostburg State College
220. Edwin H. Spengler, Brooklyn College
221. Myron Spohrer, Washington University
222. John D. Stark, Temple University
223. B. J. Steelman, East Texas State University
224. Manuel Stillerman, Bronx Community College
225. Hamilton Stillwell, Wayne State University
226. Joseph H. Strain, Suffolk University
227. Gerald Sugrue, University of San Francisco
228. Sara Tajeldin, University of San Francisco
229. George G. Thompson, University of Omaha
230. Clarence H. Thompson, Drake University
231. Bob Thorburn, The University of Akron
232. Timothy Tomasi, SUNYAB, Buffalo
233. William T. Tracy, Marquette University
234. Eugene Upshaw, University of Tennessee
235. William T. Utley, University of Omaha
236. Lewis G. VanGorder, Georgia State College
237. Alban F. Varnado, Louisiana State University in
New Orleans
238. Elmo Walston, University of North Carolina
239. Howard Ward, University of Detroit
240. Elzberry Waters, The George Washington University
241. T. L. Weber, University of Tennessee, Memphis
242. Sheldon Weinstock, Baltimore Junior College
243. Albert E. Weston, Philadelphia College of Textiles
and Science
244. Kenneth W. Wheeler, Boston University Metropolitan
College

- 245. Joy Whitener, University of Missouri
- 246. Benjamin Wieder, Queensborough Community College
- 247. Robert E. Williams, New York State Education
Department
- 248. Robert L. Willis, Guilford College
- 249. Clifford Winters, Syracuse University
- 250. Raymond Witte, Loyola University, New Orleans
- 251. Donald Woods, University of Minnesota
- 252. J. B. Woods, The University of Tennessee, Nashville
Center
- 253. Thomas J. Wynn, DePaul University
- 254. Sanford Zeman, State University of New York
College at Fredonia

